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ABSTRACT

This paper describes a program of geographic education through field experience trips for family groups. Developed at Delta College in Michigan, the approach is unique because it emphasizes learning experiences for families rather than for individual students. The family is interpreted to include nuclear families, single-parent families with children, couples, and single-person families. Teaching methods are based on the multiple age structure and multiple learning levels of the family unit. Chapter I relates the concept of intergenerational education to opportunities for geographic learning through travel. Chapter II outlines objectives of geographic field experience and defines five types of field experience ranging from instructor-centered tours to student-centered research. Chapter III offers a taxonomy of geographic learning based on the cognitive, affective, and psychomotor domains of Benjamin Bloom's taxonomy of educational objectives. Chapter IV contains a model, or program design, for family-oriented geographic field experience. The model incorporates selection of a leadership team, participants, class credit, development of a unit plan, and evaluation. Chapter V describes three field experience programs sponsored by Delta College in the Upper Michigan Peninsula, the Colorado Plateau, and New York State and Montreal. Chapter VI offers conclusions, a bibliography, and appendices. (AV)

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FAMILY ORIENTED GEOGRAPHIC FIELD EXPERIENCE

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Karen Ann Lalk Williams

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Karen Ann Lalk Williams

ABSTRACT

FAMILY ORIENTED GEOGRAPHIC FIELD EXPERIENCE

by Karen Ann Lalk Williams

Where most traditional geographic field experience has focused on one grade or age level, the family oriented geographic field experience as presented in this thesis demonstrates how geographic concepts can be developed within a multi-age or family context. Through the development of pre-travel, travel, and post-travel sessions which utilize the knowledge of several generations, these participants work within an extended family context. This method has achieved a broader exposure to geographic concepts by the Delta College community than ever before.

The research for this thesis have focused on developing an educational framework for family oriented geographic field experiences. This framework was constructed by combining the objectives of formal geographic field experience and multi-age or intergenerational learning. These have been expressed in terms of a geographic taxonomy of cognitive, affective, and psychomotor learning domains. Also, the results of three years of teaching family oriented field experience has also been summarized with two summaries and one case study.

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CHAPTER 1

INTRODUCTION

"What has been is what will be,
and what has been done is what
will be done;
and there is nothing new under
the sun."¹

This may be a true statement, but by viewing old ideas from a new vantage point, a new perspective can often be gained. Field experience is an old idea in geographic learning. However, geographic field experience centering upon the family unit is new, and offers a new opportunity for geographic education.

Objectives of the Study

The hypothesis put forth in this thesis is that family oriented geographic field experience broadens the scope of geographic field experience. In order to demonstrate this, four main objectives will be discussed in this thesis:

1. To provide a description of various geographic field experience modes.
2. To develop a taxonomy of geographic learning for family oriented geographic field experience.
3. To offer a programmatic design for family oriented geographic field experience.

¹Ecc1. 1:9, The Holy Bible Revised Standard Version, p. 694.

4. To offer commentary and recommendations both as an instructor and a participant in family oriented field experiences.

Geographic Perspective

There are two critical concepts which need to be defined in this thesis: FIELD EXPERIENCE and FAMILY ORIENTED. In many disciplines the term "field" refers to an occupation. In addition, in geography "field" refers to the geographer's laboratory within the world. On the other hand, the term "family oriented" should be viewed as an approach to field experience which utilizes the family context to develop the individual's knowledge and self-realization. The terms field experience and family oriented are not opposites--they are complimentary to each other.

Nature of Geographic Field Experience

Geographic field experience centers on the acquisition of knowledge and the application of this knowledge to world problems by way of the field study content. Through geographic field study students learn:

1. To record observations on paper for future reference,
2. To interpret spatial patterns within their environment,
3. To analyze these patterns, and
4. To form value judgments based upon this information.

Nature of Family Oriented Geographic Field Experience

Family oriented geographic field experiences have been offered at Delta College, a two year community college near Midland, Michigan, since 1976. These programs are part of a broad range of learning experiences available to all residents. Unlike most four year schools, the community college endeavors to serve the needs of its district with enrichment programs as well as technical training and academic advancement. This philosophy stimulated the idea for these field programs. FOG* field experience serves as a bridge between the academic geography of the classroom and the family travel experience of the community. Here, there is the travel enrichment in addition to the field tradition of professional geography. As such, these classes are more than just a family vacation--a unique combination of more than one generation participating in a learning program. By interacting together the members of the family unit enrich their travel experiences within the study area. In short, this is a "travel-study" program for the whole family--a form of intergenerational learning.

Education and the American Family

The question arises. Why the family? What's wrong

*FOG will be the abbreviation throughout this thesis for family oriented geographic.

with the usual approaches? Education seems to be swinging back to the family unit as being the important educator not only of knowledge, but of values and skills.

More and more parents of the future will be sitting in classrooms learning to make playdough and soap paint, and not because they have entered second childhoods.

Instead, they will be acquiring skills to help them be teachers of their own children, thus rebuilding a 'partnership' with the schools that some educators say used to exist naturally.

How much children accomplish academically is a 50-50 proposition between home and school although this is an attitude of a by gone era.²

A successful family oriented geographic field experience must develop this 50-50 cooperation between the instructor and the participating families. Formal geographic field experience does not need that extra layer of family authority which may account for part of the 50 percent, so that a geographic field class will have a different ratio.

Changing American Family

The American family was examined on an NBC documentary recently and declared not to be an endangered species.³ Today its reported demise seems to be just a misunderstanding about its many types. A modern family can be defined as

²Ira Gordon, "Teaching a 50-50 proposition", Midland Daily News, 3 April 1978, p. 9. A professor of education at the University of North Carolina and a pioneer in developing "parent involvement" programs.

³NBC, "The American Family: An Endangered Species", 4 January 1979.

any unit cooperating together. Usually, the family unit is considered to be the nuclear family consisting of blood or marriage related persons of one or more generations. However, other types of family units include the one parent family consisting of a widowed, divorced, or single person with children; the couple consisting of two persons without children present; and the single person family consisting of an individual.

According to Dr. Ellis Hartford,

The new conditions and changes in American life have left their mark upon the family and the patterns of home life. There are many significant changes in the American family...Community and social activities take much time of certain parents. Members of formerly closely knit families are scattered over the United States and abroad. Parents have less influence on the character and education of their children...Consider the educational implications of the use of time involved in TV viewing. The annual family vacation trip is another recent development, and has worthwhile educational possibilities.

Of these many important changes, the one which is the most significant has been the greater proportion of leisure time available.⁵ Today's family unit has more opportunities to have fun together as well as to learn together, than any previous generation. During the past decade, there has been an increase in the extended annual family vacations. This trend may change in the future with the increase in travel

⁴Ellis Hartford, Education in These United States, (New York: Macmillan, 1964), pp. 62-63.

⁵Ibid., p. 66.

costs. But, there is no inherent reason why a good vacation should not also be a good family centered educational experience in which all generations participate and learn.

Intergenerational Education

Intergenerational education has been most extensively developed in church related education. According to Dr. George Koehler,

During the late '60's...we would receive from time to time a report of a learning event which we could only call 'intergenerational'. Sometimes these were family groupings, sometimes not. But their unique feature was the intentional interaction of persons across two or more generations. The gifts of each generation were used in ministry with the others. By the mid-'70's this trickle of experimentation became a substantial stream...In other words, intergenerational education is not some new program invented and promoted by denominational agencies. It is, rather, an invention of creative local church leaders who were distressed by our division of one age from another, who were eager to find a better way and had the courage to experiment... However, intergenerational education is not yet a 'science'. We know a good deal. We have much to learn.⁵

One objective of this thesis is to demonstrate that FOG field experience is not a science as yet. It has been a creative approach to geographic field experience, which applies the techniques of intergenerational education to geographic field study. Each participant

⁵George E. Koehler, Learning Together: A Guide for Intergenerational Education in the Church, (Nashville: Discipleship Resources, 1977), pp. 4-95.

can benefit from the viewpoints of different generations. The younger students gain from the depth of background of the older generation. On the other hand, the older participants gain from the enthusiasm and fresh views of youth or visa versa. This will result in developing some new approaches to problem solving and learning in addition to improved communication between generations within the family context. In other words, family travel-study builds on the love of travel which many American families have and tailors the educational program to help all participants enrich their understanding of the area visited.

Life-long Learning

Family oriented geographic field experience is also a form of life-long learning, a concept in which age is not a barrier to learning. According to Mr. Robert Iadeluca, "There's no relationship between age and ability to learn--except for the added wisdom older persons have gained."⁷ Even those who have no degree goals can enrich their lives. The life-long learning philosophy is changing the concept of what education is and at what age this education should occur. The end product of life-long learning based programs is not just academic pro-

⁷Robert Iadeluca, "Age no Bar to Learning," Midland Daily News, 10 October 1978, p. 9. A 57 year old doctoral candidate at Syracuse University's psychology department.

iciency, but also personal growth. Through such learning programs, Mr. Paul Lengrand states, "Education is in the process of reaching its true significance, which is not the acquisition of a hoard of knowledge, but the development of the individual, attaining increasing self-realization as the result of successive experiences."⁸ Delta College's family oriented geographic field experiences are also based upon this philosophy.

Methods

Review of Literature

To support the contention that this was a new approach, a search was made for any current publications relating to family oriented geographic field experience. The Educational Journal Index and the ERIC Clearing House were inventoried. The descriptors used were: field experience, field trip, field instruction, family, travel, outdoor education, multi-level, curriculum enrichments, cognitive, affective, and psychomotor. Some of these articles added new information to be quoted and gave credence to this work with similar methods and techniques. A bibliography of these articles is included.

⁸Paul Lengrand, An Introduction to Life-long Education, (London: Croom Helm, 1975), p. 50.

Many articles have been written over the years on geographic field experience. At the college level, a technical paper, Field Training in Geography,⁹ is currently the most detailed summary of geographic field work and field instruction. These articles provide a base for the structure of geographic field experience that will be developed in Chapter 2. However, they are aimed at the individual and not at the family.

Field oriented disciplines other than geography, primarily biology, geology, and outdoor education, were also investigated through a personal ERIC search. While the methods presented were similar to geographic field experience, the approach again was for a specific age or grade level and not the multi-age or multi-level approach of the family oriented geographic field experience. The only geographic source related directly to the thesis was a personal research paper presented on the philosophy behind family oriented field experience in geography.¹⁰

Family education is also found as a part of church education. Commonly used terms include: family cluster

⁹Kenneth E. Corey, et al., Field Training in Geography, Commission on College Geography Technical Paper No. 1, (Washington, D.C.: Association of American Geographers, 1968), pp. 1-69.

¹⁰Karen A. Williams, "Family Oriented Field Experience in Geography," paper presented at the National Council for Geographic Education, Milwaukee, Wisconsin, 23 October 1978.

and family camp. Family cluster education is a group of four or five family units learning together by focusing on a common problem. The duration of this experience is for several hours spread over a month or more within the church. A family camp is formed by up to twenty family units focusing on a common topic for the purpose of learning. The duration of this experience is for a weekend or a week away from the family member's homes. These are types of intergenerational education which have as a goal to engage people of two or more generations in "face-to-face" interaction.¹¹ Some of the techniques used for family and group communication have formed the basis for family oriented geographic field experience activities, especially during the pre-travel sessions discussed in Chapters 4 and 5.

In order to put this new approach into the overall framework of educational philosophy and be of value to other educational researchers, the sequential learning domain descriptors developed by Dr. Benjamin Bloom and Dr. David Krathwohl¹² will be used. Chapter 3 is devoted to the development of a method of applying this sequential learning to geographic education.

¹¹Koehler, p.5.

¹²Benjamin S. Bloom, ed., Taxonomy of Educational Objectives: Cognitive and Affective Domains, (New York: David McKay Company, Inc., 1974), pp. 1-196.

Field Surveys

In order to check whether similar programs were operating, but not yet appearing in the literature, a questionnaire was sent to the 16 district schools in the League of Innovation for the Community Colleges across the United States. These schools are two year colleges that represent and promote new viewpoints on learning for their respective institutions. Letters were sent out asking for information about intergenerational learning, multi-age learning, and parent-child learning. The findings show little activity in these new areas as yet. Only 7 of the 16 responded, and none of them had knowledge of similar programs. A second questionnaire was used at the annual meeting of the National Council for Geographic Education, at Milwaukee, Wisconsin. Here, 10 out of 20 persons responded with no knowledge of similar programs. But an important comment was made by Dr. Arthur Wilner which may relate to summer institutes, "I think this is the actual make-up of a lot of summer field courses--but not necessarily by intention."¹³ FOG field experiences are an intentional interaction within the intergenerational context.

¹³ Arthur Wilner, Chief planner for South Dakota and former assistant professor at Central Michigan University. A questionnaire respondent.

Information has been gathered on field experience techniques from geographers and on family education techniques from persons involved in local church education. Personal involvement both as a participant and instructor have also helped to form a base from which to develop this thesis. Thus, both formal and informal questioning has generated some useable information. New programs in family oriented geographic field experience could be in the formulation stages in other parts of the United States. If so, they are certainly keeping their existence well hidden.

Field Application

Delta College has offered 3 family oriented field classes: The Upper Peninsula of Michigan (1976), New York State and Montreal (1977), and the Colorado Plateau (1978). These study areas were selected because of the "strong popular appeal to families from a recreational standpoint, as well as geographic unity from an educational point of view."¹⁴ There are a variety of activities to appeal to all ages and an availability of opportunities for exploring, observing, and recording. The specific study areas are marked on (Fig. 1).

¹⁴Karen Williams, p. 1.

The Upper Peninsula of Michigan was the first region for a FOG field course. One week was devoted to discovering its developmental patterns leading to the present day cultural landscape. The specific focus of the region was the western portion with its physical and economic base of mining as well as the recreational aspects of the area.

The 1977 field experience was a two week FOG field course to New York State and Montreal focusing on three distinct regions: the Finger Lakes, the Great Lakes-St. Lawrence Lowlands, and Adirondack Mountains. Each region differs in geologic structure, topographic, economic, and recreational land use patterns.

Third, the 1978 Colorado Plateau FOG field seminar focused on the southwestern United States. The physical environment of the Colorado Plateau was contrasted with the Southern Rocky Mountains. Culturally, the economic base and settlement patterns of each region were discussed, with an emphasis on the Mormon cultural landscape where appropriate. This was done through a detailed examination of ten focal points in nine National Parks and Monuments: Rocky Mountain, Colorado National Monument, Arches, Canyonlands, Capital Reef, Bryce, Zion, Grand Canyon North Rim, Grand Canyon South Rim, and Mesa Verde.

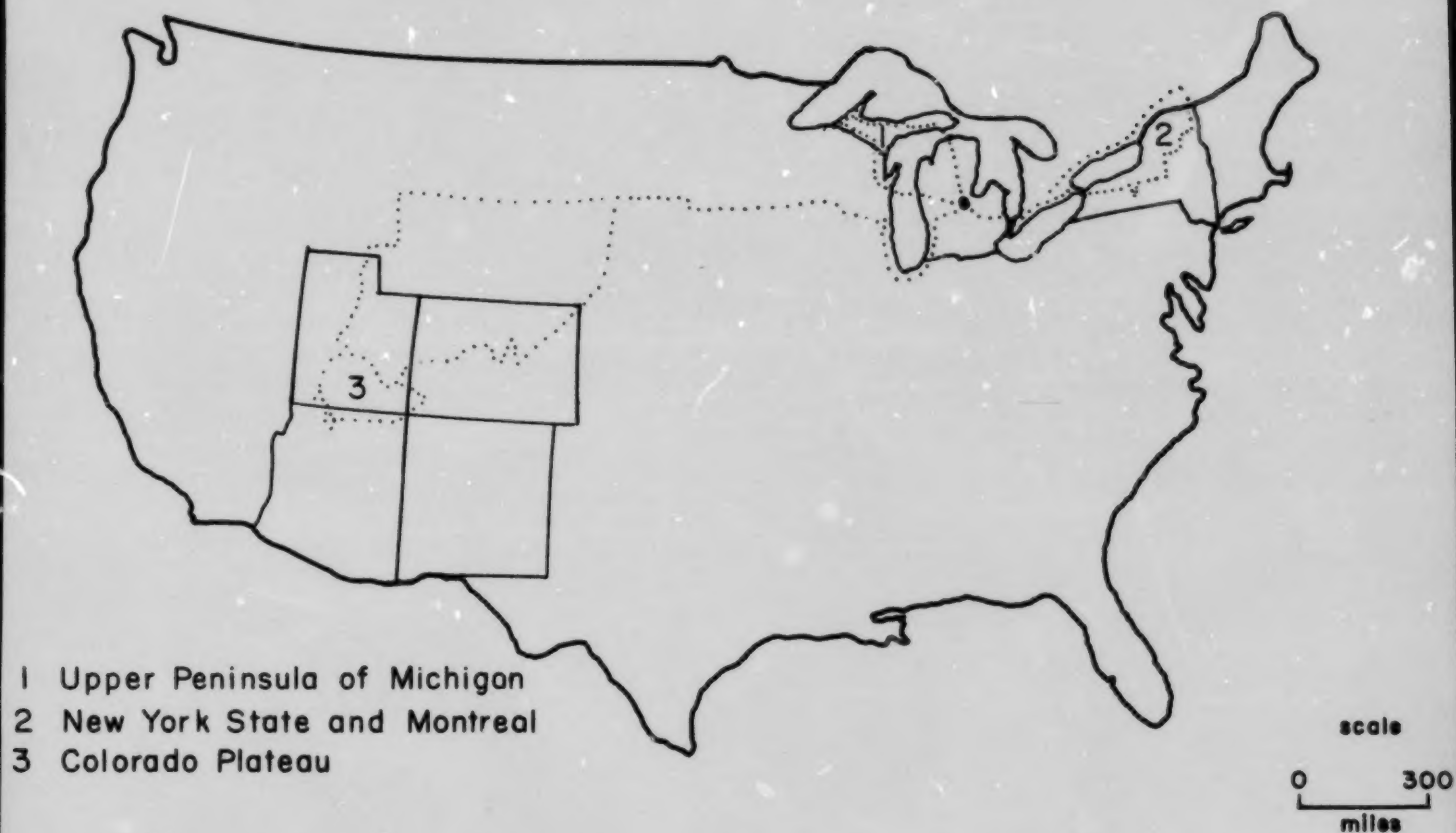


Fig. 1: STUDY AREAS MAP

Evaluation

For the purpose of this thesis, evaluation of the family oriented field experience will be made along the following lines:

1. Personal observations of the group in action.
2. Personal discussions around the campfire or in the field.
3. Post-travel feedback from participants.
4. Written materials such as questionnaires, field journals, and field problems.

These are subjective methods of evaluation at this time, since the sample which can be drawn upon is too small as to make statistical evaluation invalid. There have been only 84 total family participants with approximately half of them being children in the three years of FOG field experience at Delta College. Out of these groups, there have been 10 nuclear families, 2 one parent families, 2 couples, and 13 singles. Because of this limited sampling, the conclusions to be stated in this paper can only be viewed as forming a working base for future research in family oriented geographic field experience education.

CHAPTER 2

GEOGRAPHIC FIELD EXPERIENCE

Dr. John Fraser Hart once wrote, "A true field experience is a Socratic seminar in the open air, centering around observations, whether with or without the aid and guidance of an instructor."¹⁵ Geographic field experience is an important part of the basic education of geography students, regardless of level. The greatest significance of geography is the exposure of students to the total reality in order to test basic geographic concepts learned in the classroom or elsewhere.

This chapter is not meant to be an extensive or an in depth coverage of geographic field experience. More details are found in the articles related to field experiences. The overview is presented for the following chapters on the taxonomy of geographic learning and the programmatic design for FOG field experience.

Objectives of Geographic Field Experience

The objective of a geographic field experience for

¹⁵John Fraser Hart, "The Undergraduate Field Course," Field Training in Geography, (Washington, D.C.: Association of American Geographers, 1968), p. 29.

the undergraduate field course has been clearly expressed by Dr. John Fraser Hart, and seems to reflect the general objectives of any geographic field experience:

1. To develop a better understanding of the nature of things discussed in the classroom and read about in books.
2. To enhance the student's ability to read the landscape, and to expose him (or her) both to the methods of the geographer and to such basic geographic concepts as spatial distribution, areal association, areal differentiation, spatial interaction, and the extremely difficult and complicated problem of generalization.
3. To enable the student to experience the thrill of personal discovery. Although many bright minds have been attracted into geography by recent emphasis upon its abstract and theoretical aspects, geographers should not lose sight of the discipline's traditional attraction for those to whom the empirical and concrete are congenitally more appealing.
4. To help the student learn to enjoy reading a landscape. Many people, including geographers, derive considerable intellectual stimulation and aesthetic satisfaction from working out of doors in contemplation of the complexity that is total reality...
5. To help the student learn to distinguish between necessary and extraneous information. This is the time in his (or her) undergraduate education when he (or she) is most likely to be called upon to think through the formulation of problems, to do his (or her) own basic research, to collect and analyze data, and to put them into presentable form. Whether he (or she) wishes it or not, he (or she) is thrust into a personal learning situation, because he (or she) cannot depend upon others; in the field he (or she) must make his (or her) own decisions.¹⁶

¹⁶ Ibid.

Structure of Geographic Field Experience

Field experience has been part of the geographic education at the college level for many years. The nature of geographic field experience is put into perspective by using a continuum in (Fig. 2). The ends of the continuum reflect the nature of the interchange between instructor and student. Progressing from right to left, the instructor serves a decreasing role in the development of field knowledge and techniques, while the student serves an increasing role in assembling and analyzing geographic phenomena. The divisions between components on the continuum are not easily separated. However, on a subjective basis, five distinct types have been used: FIELD TOUR, FIELD TRIP, FIELD COURSE, FIELD SEMINAR, and FIELD RESEARCH.¹⁷ This classification has been generalized to meet the needs of this thesis. However, it must be remembered that there are always gradations and exceptions to the rule. Also, this classification fits at the moment, but it is subject to refinement in the future.

This chapter will detail the types of field experience on the continuum in (Fig. 2) and combines each one with illustrations from personal experiences as well as other sources.

¹⁷Karen Williams, p. 3.

instructor
centered

student
centered

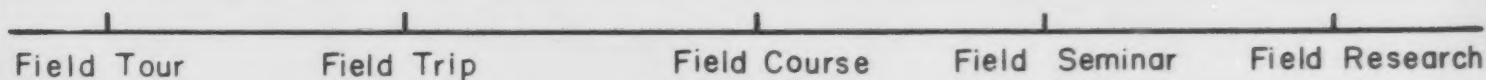


Fig. 2: GEOGRAPHIC FIELD EXPERIENCE CONTINUUM MODEL

Field Tour

The continuum begins with the type of field experience which is the most instructor-centered, the field tour. It is not well defined in the geographic literature, so the question was posed to Dr. John Fraser Hart in a letter. The following is the result of this personal communication.

What is a geographic 'field tour'? This term, like most that are used to describe field experiences in geography, has no precise and generally accepted definition, although I suspect it has a slightly pejorative connotation in the minds of most geographers. I think they might say that a field tour is a travel experience that lacks the intellectual rigor of a field trip, that the participants are less well qualified than those on a field trip, and that the field tour has a stronger flavor of tourism and mere sightseeing than of genuine intellectual achievement. Like any learning experience, of course, a field tour can be as good as the leader wishes to make it, given the quality of the students who are enrolled, and no one can prevent the leader from giving the experience any name he (or she) wishes to assign to it. Changing the name from field trip to field tour, or visa versa, does not alter the quality of the educational experience.¹⁸

Thus, from personal experience and Dr. Hart's quote, a field tour fits best as this first division on the continuum. The field tour focuses on an instructor-selected area where a student is taken for the purpose of exposure to beginning level learning. Usually, these tours are not classroom-based experiences and the student needs no pre-

¹⁸John Fraser Hart, a personal communication.

vious knowledge of the area. The advantage of this type of field experience is that it can stimulate new student interest in geography. However, the lack of student preparation is seen as a disadvantage to some people.

Another type of field tour is represented by those professional organizations, the Association of American Geographers (AAG), and the National Council for Geographic Education (NCGE). The AAG and NCGE have sponsored numerous field tours before, during and after their annual meetings in various host locations. Also, their regional organizations have done likewise on a smaller scale. The leaders are instructors from local schools, colleges and universities who have studied the local area and plan a tour route. The mode of transportation during these tours is determined by the time, distance and terrain to be covered in order to accomplish the theme of the tour. A guide book is also used to provide the background information for the participants. It answers basic questions and provides maps, illustrations, photographs as well as tables which might be of interest to the people. Like the field tours discussed earlier, they are not associated with an academic class, but they do provide knowledge and awareness of the area. However, the disadvantage is in the main purpose of being just an exposure and not a field research project or even with much discussion being possible.

Field Trip

Next on the continuum is the geographic field trip. It is an extension of a classroom-based learning program for the purpose of illustrating an idea originating from the textbook or lecture. With instructor guidance the student is to recall past experiences and to discuss what is being observed in order to organize concepts of the actual world. The main advantage of this type of field experience is in providing the student with a real world application of classroom concepts. Disadvantages lie in the costs and time involved in handling large numbers of students in the field. Then the question is asked,

Why field trips? Some parents, many teachers and nearly all administrators can occasionally be heard asking this question. Field trips, after all are expensive--not only because vehicles have to be rented or gasoline bought, but because a field trip takes teachers out of their classrooms and disrupts students' schedules...there are several answers...The field is the geographer's laboratory...the field is the only place where students can be shown what was only talked about in the classroom... it can provoke students to ask questions which are unlikely to arise in the classroom.¹⁹

It is usually acceptable to school officials and parents to include a chemist's laboratory and a biologist's laboratory in a school building, but not a geographer's laboratory, so the field trip is a means to an end.

¹⁹Peirce F. Lewis, "On Field Trips in Geography", Field Training in Geography, (Washington, D.C.: Association of American Geographers, 1968), p. 53.

Dr. Kenneth Corey states, "Field trips have been more common than field work...and in the field, as in the classroom, undue reliance has been placed on indirect or transmitted learning...Students are generally exposed to direct sense-oriented learning in elementary education, but in secondary schools and colleges they experience lecture-demonstration teaching almost exclusively...A balance between the two is clearly desirable, but it does not currently exist."²⁰

It can be said that good field trips are not impossible, just difficult to do. Dr. Pierce Lewis describes one this way, "A good field trip is an art form, and consequently has much in common with a good lecture, essay, short story, or novel. In the first place, the best of each revolves around ideas, not just facts, or things. Second, the best are carefully organized, with introductions, central bodies, and conclusions--or at least, summaries. Finally, each goes from simple to complex ideas. Careful planning is essential, if these principles are to be put into effect."²¹ The field trip discussion is limited in this thesis to the college level and especially to personal examples from Delta College because of the length of quotable material.

²⁰Kenneth Corey, "The Role of Field Work in Geographic Research and Instruction", Field Training in Geography, (Washington, D.C.: Association of American Geographers, 1968), pp. 8-9.

²¹Op cite, p. 56.

An example of a geographic field trip is one conducted by Delta College to Midland and Isabella Counties as part of an introductory physical geography class. The main focus of the trip is the identification of stream and glacial landscape features by observing them in their complex reality. Prior to the trip, the participants have:

1. Completed a geographic term list of glacial and stream features,
2. Studied topographic maps and aerial photographs of stream features and continental glaciation,
3. Constructed a landforms map of the study area and plotted the travel route on it.

While on the trip, students complete a field guide, which asks observational questions about the landscape being traversed. For example, while on an outwash plain the student could be asked to identify three landscape features, examine the soil and vegetation, hiking into a depression and then attempt to explain how it was created and what soil and vegetation associations are locally associated with it. These questions and the students' landforms map, help them to comprehend and interpret the landscape. Most of the discussions on this 180 mile, one day trip, is done on the bus, although three specific stops are made to observe a flood plain, an outwash plain, and a kame terrace. The role of the instructor on this field trip is primarily that of a facilitator in helping the student interpret the landscape. At first, the instructor provides immediate re-enforcement

by clues and pointing out features, but as the students gain more background they are left more and more on their own. Their field observations are recorded in field notebooks to be collected and evaluated after the trip. An example of an entry in the field notebook should state that the soil is sandy with white pine and oak vegetation near the kettle depressions of an outwash plain formed by running water from a continental glacier.²²

Field Course

The median position on the geographic field experience continuum is held by the field course. Some classroom time may be utilized, but it is essentially a field-based learning program. Field methods include techniques for gathering knowledge from the field study area through observing, interviewing, and recording. As with the field trip, comprehension of geographic concepts is important. However, it goes beyond this by emphasizing application of geographic knowledge to the interpretation of the phenomena within the area. The field course, when used in the basic education curriculum, has few if any prerequisites. Here, the objectives are to interpret the landscape, express values, and to utilize basic skills of field methods. Field courses

²²Interview with David R. Williams, associate professor of geography at Delta College and co-instructor of FOG field experience, 12 May 1978.

which are used to prepare students for professional careers in geography are usually offered as upper level undergraduate and graduate level courses. These courses emphasize advanced use of geographic methods and techniques. Prerequisites usually included a background in geographic methodology.

The course formats to follow are not the only combinations available. Other formats may differ in degree, rather than type. According to Dr. John Lounsbury, "There is no (nor should there be) a 'standard' comprehensive field course. Each area, institution, class, and instructor is unique, and the effective field course should be adapted accordingly."²³

Field course options include the campus-based field course, the travelling field course, and the field-based camp. In order to differentiate between these courses, a hypothetical field course was taught focusing on the Upper Peninsula of Michigan as a study area located several hundred miles from the Delta College campus.

The Campus-Based Field Course

The campus-based field course is the most frequently

²³John Lounsbury and Frank Aldrich, Introduction to Geographic Field Methods and Techniques. (Columbus: Charles E. Merrill Publishing Company, 1979), p. 19. An advanced copy.

used means of teaching field methods. A campus-based field course for studying the Upper Peninsula of Michigan would be very convenient for the student who could have access to a campus library, cartographic facilities, the computer, and other research centers if necessary. However, the distance to be travelled makes this type of field experience impractical, even if weekends instead of just Saturdays are used.

The Field-Based Camp

With the distance of several hundred miles from the campus to the study area, the cost factor is critical. A field-based camp in the Upper Peninsula should be considered. This camp would be utilized for several weeks and care must be taken to select its location in terms of availability of facilities and field work opportunities. While tents, motels or field research stations can be utilized, college dormitories usually provide the best accommodations.

In the Upper Peninsula of Michigan, there are three possible locations to be considered: Lake Superior State College at Sault Ste. Marie; Northern Michigan University at Marquette; and Michigan Technological University at Houghton. All have dormitory and library facilities which could be arranged for student use. Selection of a specific area would depend upon the background of the instructor and the course objectives.

Field course opportunities at Lake Superior State College include:

1. Physical geography studies of the contact zone between the Michigan Basin and the Canadian Shield.
2. Transportation studies of the Soo Locks.
3. Economic studies comparing Sault Ste. Marie, Michigan with Sault Ste. Marie, Ontario.

Northern Michigan University is centrally located for field experience in:

1. Open pit iron mining and beneficiation of the iron ore.
2. Impact of mining on the local settlement patterns.
3. Focus of recreational landuse of the Pictured Rocks National Lakeshore.

Michigan Technological University provides an excellent setting for field experience in:

1. Physical geography of the Keweenaw Peninsula.
2. Copper mining in the Keweenaw Peninsula and the impact on the local settlement patterns.
3. Ethnic patterns and place name studies.

The advantage of the field-base camp approach includes a permanent base. In order to expose students to different aspects of the region, the group moves every few days. A shifting base does not preclude the use of permanent facilities such as dormitories when convenient to the itinerary and group. According to Mr. David Williams, "Because of the logistical problems of moving camp frequently, this field course does not usually have the intensity of study of the

field based camp. The scope of the studies to be undertaken may also be limited."²⁴

Field Seminar

The field seminar is similar to the field course except that it is an advanced level of field experience. The student has completed the prerequisite of an introductory field course as described previously. The seminar is conducted by both student and instructor sharing the organization of the study. The purpose of the seminar centers on the analysis and synthesis of the area as a practical use of geographic techniques learned in previous classes.

Dr. Neil Salisbury contends,

The field seminar represents a compromise between the need for a continuous block of time devoted to field research and the pressures against the longer session...The three week period seems to provide a balance between participant interest and what can be accomplished, and it has the further advantage of being practicable. Few students indeed cannot budget enough funds for such a short period, and three weeks fits nicely into minor breaks in the tight schedule of an academic year, summer sessions, and family vacations. Less resistance is advanced by the student, the professor's research schedule, the college administration, and the various affected families, than would be the case with a longer session.²⁵

²⁴David R. Williams, personal communication

²⁵Neil Salisbury, "The Field Seminar in Geography", Field Training in Geography, (Washington, D.C.: Association of American Geographers, 1968), p. 43.

The field seminar in many ways is the transition zone between field instruction, i.e., the field course and the field work represented by the field research type to follow.

Field Research

Field research is the other end of the continuum representing student-centered geographic field learning. The student constructs a framework for the study and then chooses, investigates, and concludes a specific problem, while the instructor serves as the evaluator and advisor. The purpose of a field research project is to provide original material which will add to the fund of geographic knowledge. Dr. Neil Salisbury states,

The student himself (herself) should choose the problem he (she) will work on. Some will need more guidance than others, for just as student imagination varies, so will their appreciation of the scope and nature of a problem that can be handled in a field site within a limited time period. The professor's judgment and experience are vital here...ideally would involve two faculty members, one physical geographer and the other a human geographer, so that students would gain insight into problems of a type, to which their own specialized interests might not otherwise lead them.²⁶

The prerequisite for this type of field experience is an extensive geographic background. Here, the student is

²⁶Ibid., pp. 46-7.

using all the geographic knowledge and geographic techniques learned throughout the education process. This is the time for originality and creativity of student thinking and to take charge of their own learning.

The organization of the field research relating to the Upper Peninsula of Michigan might include this type of schedule:

1. Period of preparation on campus before leaving for the Upper Peninsula. At this time, the student will discuss the field problem with the advisor and develop a plan of action and do the library research.
2. Travel to the Upper Peninsula and observe the changes in cultural phenomena from sugar beet farming to general farming and from large towns to smaller towns and villages. Changes in the physical phenomena from flat lake plain to hilly moraines, outwash plains, till plains and then to bedrock areas are seen.
3. Reconnaissance of the study area is achieved usually by running selected traverses by foot, vehicular, or aerial means.
4. Conduct the field research through the use of interview forms developed in the pre-travel session. Here, the interview form is used in Iron River to assess local attitudes towards the mine closings. Then time is spent exploring mine tailing piles and mine shafts with safety precautions.
5. Preliminary reports of findings are prepared by the students while still in the field.
6. The final report is completed by the students on campus.

The continuum described previously represents a summation of a traditional geographic field experience. Each type of field experience listed here, can be placed under

the structure put forth in (Fig. 2). The field tour, field trip, and field course will fit under geographic field instruction. Field seminar and field research will fit under geographic field work. The divisions on this continuum are not distinct, particularly in the areas of the field trip and the field seminar which are transitional zones. Since each field experience is unique, these terms are likely to mean different things to different geographers. They do represent the great diversity within this area of geography.

CHAPTER 3

A TAXONOMY OF GEOGRAPHIC LEARNING

In order to communicate the results of the many educational studies, a standardized set of educational terms needs to be found. Dr. Benjamin Bloom and others have developed a taxonomy of educational objectives to serve as a framework to facilitate communication between researchers in education. "The word 'taxonomy' refers to a special system of classification in which the classes are sequential rather than arbitrary."²⁷ In Bloom's taxonomy, educational objectives have been divided into three domains: COGNITIVE, AFFECTIVE, and PSYCHOMOTOR.²⁸

Since the determination of classes and their titles is in some ways arbitrary, there could be an almost infinite number of ways of dividing and naming the domains of educational outcomes. To guide us in our selection of a single classification system and to make the product more readily understood and used, we established certain guiding principles. First, since the taxonomy is to be used in regard to existing educational units and programs, we are of the opinion that the major distinctions between classes should reflect, in large part, the distinctions teachers make among student behaviors...A second principle is that the taxonomy should be logically developed and internally consistent...A third principle is that the taxonomy should be consistent with our present understanding of psychological phe-

²⁷Norris M. Sanders, Classroom Questions: What Kinds? (New York: Harper and Row, 1966), p. 3.

²⁸Bloom, p. 7.

nomena. Perhaps it should be reiterated that, since the taxonomy deals only with educationally intended behavior, it falls considerably short of being a classification scheme for all psychological phenomena ...A fourth principle is that the classification should be a purely descriptive scheme in which every type of educational goal can be represented in a neutral fashion.²⁹

Taxonomy of Educational Objectives

Objectives within the cognitive domain deal with knowledge and the use of knowledge. This can vary from simple recall of material learned to highly original and creative ways of combining new ideas. Most objectives are found in this domain. "This is the domain which is most central to the work of much current test development. It is the domain in which most of the work in curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior. For these reasons we started our work here."³⁰ In the 1950's Dr. Bloom and others developed the following sequential form.

- 1.0 Knowledge includes those behaviors and test situations which emphasize the remembering of ideas or phenomena by recall...62*
*(the beginning page for each category.)
- 2.0 Comprehension includes those behaviors and test situations which refer to a type of understanding of ideas or phenomena being communicated without relating it to other material or seeing its fullest implications...89.

²⁹Ibid., pp. 13-15.

³⁰Ibid., p. 7.

- 3.0 Application includes those behaviors and test situations which emphasize the use of abstraction to form generalizations from specific ideas or phenomena...120.
- 4.0 Analysis includes those behaviors and test situations which emphasize examination of the parts of the whole ideas or phenomena...141.
- 5.0 Synthesis includes those behaviors and test situations which emphasizes the putting together of parts to form a whole pattern which was not there before...162.
- 6.0 Evaluation includes those behaviors and test situations which emphasize the quantitative and qualitative judgments about the extent to which materials and methods used satisfy the criteria either set up by the student or the teacher...185.

Objectives within the affective domain deal with feelings, emotions, and setting of values. They vary from simple observation of selected phenomena to complex personal consciousness related to interests, attitudes, appreciation, and values. As Dr. Bloom states,

Objectives in this domain are not stated very precisely; and, in fact, teachers do not appear to be very clear about the learning experiences which are the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestations. Then, too, our testing procedures for the affective domain are still in the most primitive stages.³¹

During the 1960's, Dr. Krathwohl and others, including Dr. Bloom, developed the second domain of educational objectives with these sequential forms:

³¹ Ibid.

- 1.0 Receiving includes those behaviors and test situations which involve the process of awareness of an idea or phenomena without specific discrimination of characteristics...98.
- 2.0 Responding includes those behaviors and test situations which involve the process of getting acquainted with an idea of phenomena by a "learning by doing"...118.
- 3.0 Valuing includes those behaviors and test situations which involve the process of making a commitment after observing an idea of phenomena...139.
- 4.0 Organization includes those behaviors and test situations which involve the process of ranking values in a system and show inter-relationships between these values...154.
- 5.0 Characterization includes those behaviors and test situations which involve the process of integrating a person's beliefs, ideas and attitudes into a total philosophy after observing an idea or phenomena.

Objectives within the psychomotor domain deal with the skills which are developed by a person through formal or informal education. These vary from simple eye-hand co-ordination which is required to handle an object to the complex brain-muscle co-ordination which is required to create a new object. There are few objectives in the literature, and most of these objectives are dealing with handwriting, speech, physical education and technical courses. Details of this section have not been completed by Dr. Bloom or Dr. Krathwohl at this time. The reason given by Dr. Bloom is, "Although we recognize the existence of this domain, we find so little done about it in secondary schools or colleges, that we do

not believe the development of a classification of these objectives would be very useful at present."³²

Learning Domain Objectives for Geographic Field Experience

The starting point was the educational framework set forth by Dr. Bloom and Dr. Krathwohl, in the Taxonomy of Educational Objectives. Next, the geographic field experience needs to fit within the cognitive, affective, and psychomotor domains. There are some general goals or finish lines to be reached. First, a cognitive goal would be the acquisition of geographic knowledge about the place being observed during the field experience. Sequentially, the cognitive objectives for geographic field experience fit into these categories for the purpose of this thesis:

- 1.0 Knowledge of the textbook definitions and facts relating to a particular place on the earth's surface in terms of environmental and cultural concepts.
- 2.0 Comprehension of knowledge observed or communicated to the student in terms of the environmental processes, cultural processes and economic activities of a particular place.
- 3.0 Application of knowledge to the formulation of a generalization that this place represents an example of a geographically relevant topic.
- 4.0 Analysis of this place in terms of factors found through data gathering from both field and archival sources.

³²Ibid., pp. 7-8.

- 5.0 Synthesis of these factors found through data gathering to formulate a whole new pattern which represents a region.*
- 6.0 Evaluation of this new region in terms of the criteria of the region as defined by geographers, i.e., a homogeneous distribution of a phenomena, with a core and definite boundaries.

Second, an affective goal is behavioral involvement with the learned phenomena which changes attitudes about the place. Sequentially, the affective domain objectives of geographic field experience fits into these categories for the purpose of this thesis:

- 1.0 Receiving awareness that this place does exist.
- 2.0 Responding to this place with respect to learning by exploring it with all the senses: touching, seeing, hearing, tasting, and smelling.
- 3.0 Valuing the uniqueness of the phenomena found in this place and making a commitment to share it with other persons the same type of field experience.
- 4.0 Organizing the values into a hierarchy of phenomena about this place.**
- 5.0 Characterizing a person's feelings about this place into a philosophy which is of importance to them.**

*Level 4.0 and level 5.0 have been combined to better fit the needs of this thesis.

**After Dr. Bloom and Dr. Krathwohl with personal modifications to fit special thesis needs. (organization and characterization)

Third, a psychomotor goal is the use of skills learned to produce a type of one, two, or three dimensional representation of phenomena observed in this place.

- 1.0 Traversing includes those behaviors and test situations which involves the process of observing an idea or phenomena from many perspectives in order to obtain a whole picture or view. This can include hiking, or riding as well as climbing.
- 2.0 Speaking includes those behaviors and test situations which involve the process of replying orally to others, describing ideas and phenomena observed in a particular place. This can include telling or discussing.
- 3.0 Handwriting includes those behaviors and test situations which involve the process of recording on paper ideas and phenomena observed in the particular place. This can include pictures, and symbols as well as words.
- 4.0 Measuring includes those behaviors and test situations which involve the process of using standard units to compare with an unknown set of units.*
- 5.0 Mapping includes those behaviors and test situations which involve the process of making a representation using symbols which show scale, direction and location of actual ideas or phenomena observed.*
- 6.0 Modelling includes those behaviors and test situations which involves the process of making a one, two, or three dimensional representation of specific or generalized ideas or phenomena observed.

*Level 4.0 and level 5.0 have been combined to better fit the needs of this thesis.

A visual presentation helps to put into perspective the three educational domains within the learning theory in (Fig. 3). These three domains make up a learning triangle model having the cognitive domain as a base with psychomotor and affective domains forming the apex. All three educational domains are necessary for the development of learning. It should be stressed that a successful educational program should keep these domains in balance. This is the reason for the use of the equilateral triangle. Too often the cognitive domain is stressed at the expense of the other two areas. A student needs skills and the ability to make value judgments, as well as factual information.

The geographic field experience continuum described in Chapter 2, can be placed below the baseline of cognitive learning or the x axis illustrated in (Fig. 3). The learning level taxonomy previously discussed in Chapter 3, is placed along the y axis. More learning triangles are placed along the continuum and at each level of the learning taxonomy until a geometric design is formed. All lines parallel to the plane of the cognitive domain are cognitive. The same is true for the affective and psychomotor lines. Each triangle represents a separate geographic learning experience and when added to all the other geographic learning experiences a foundation is made to build further geographic learning

experiences upon. Now, the number of learning experiences and the level of these learning experiences is dependent upon the goals of the class, as set up by the instructor and student(s).

FOG Field Experience

The important point of the model is to integrate the geographic field experience continuum model with Bloom's taxonomy to form the geographic field experience learning model in Figure 2. The multi-dimensional element of the family is added to complete the process of a FOG field experience.

Level 1.0 represents the field tour which has a pyramidal base of questions, affective exercises of awareness, and psychomotor skills of traversing the study area. These are 1.0 classifications from the taxonomy lists previously stated. The tour does not require the higher levels of activities leading to more complex learning. This supports the need for many more field tour situations in a ratio of 5 tours to 1 research situation.

Field trips must build upon this base of field tours and progress one level higher to comprehension of knowledge, responding to this place and speaking about this place. These are the level 2.0 classification from the taxonomy.

The field course builds upon the two previous levels and then progresses one level higher to level 3.0 classi-

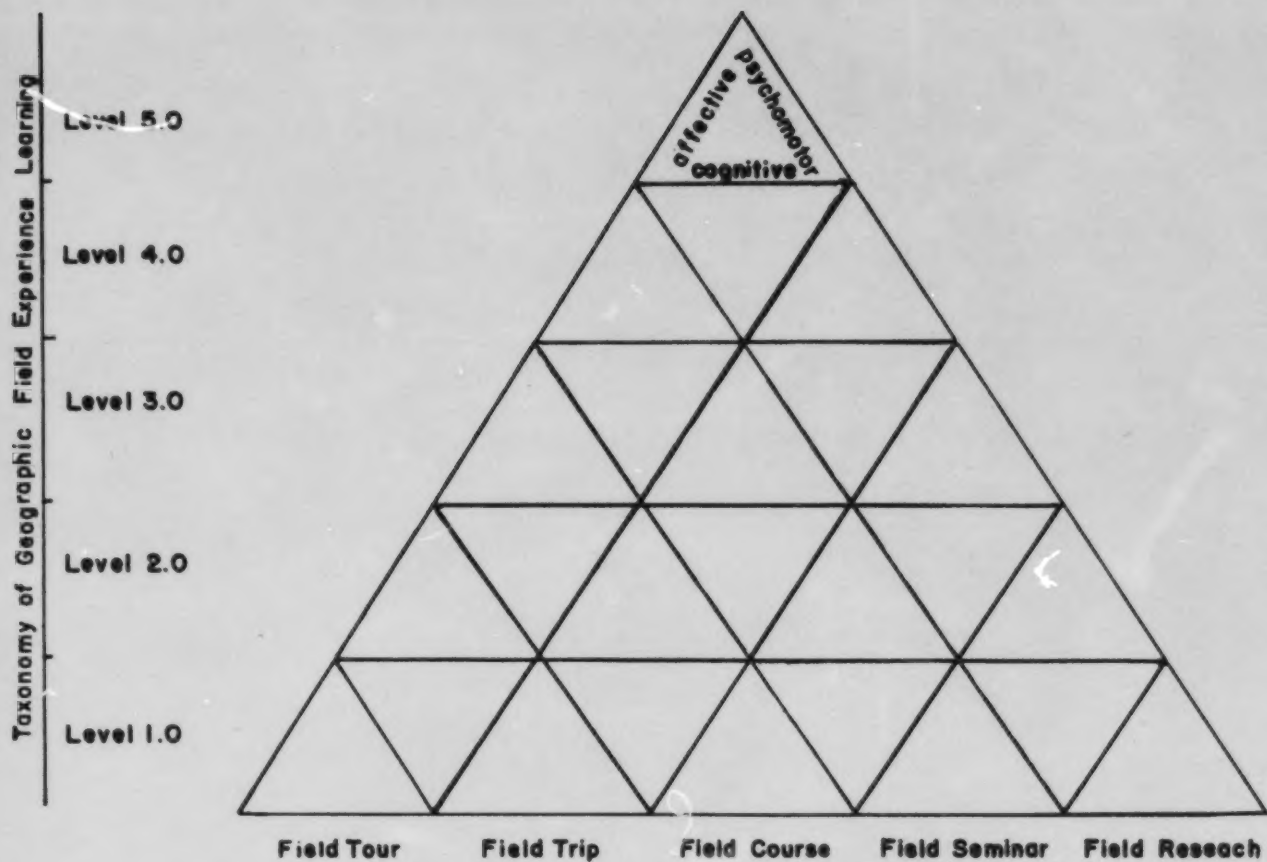


Fig. 3: GEOGRAPHIC FIELD EXPERIENCE LEARNING MODEL

fication. Here, the domains include these key words: application, valuing, and handwriting. As a person progresses to the higher learning levels, the number of experiences decreases and the intensity of each experience increases. But it is important to bring well learned experiences to these higher levels for best results.

Level 4.0 classification is the field seminar which includes these key words: analysis and synthesis, organizing, as well as measuring and mapping. The combining of level 4.0 and level 5.0 of Bloom's taxonomy deals with the ability of students in the advanced stages being capable of thinking within higher levels of learning for the purpose of this thesis. Dr. Sanders combines Bloom's taxonomy in a slightly different fashion to suit his purpose.³³

Level 5.0 characterizing is the highest level of this model, which represents the student-centered learning relating to one learning experience in the field study area, but it is built upon all the previous learning experiences. A person reaching level 5.0 is one who has progressed sequentially through all the levels to the field research project with its evaluation, characterizing and modelling of ideas.

One means of meeting these objectives is through the use of questioning. According to Dr. Sanders, "The implica-

³³Op cit

tion is that all teachers from the primary grades through graduate school will find it possible to use every one of the categories in their classes. The differences in the questions offered at various grade levels should be in the complexity of thinking, rather than in the kind of thinking."³⁴

Even though the FOG field experience is multi-age in character, learning objectives at any level of Bloom's taxonomy can be met through questioning. However, the questions must be properly worded and sequentially presented. The use of these objectives with different age levels within the same course requires only an adjustment in their complexity, not in the level of thinking as defined by Dr. Bloom.

A successful geographic field experience, whether family or not, must include sound educational principles of sequential learning. The balance of the three educational domains should be the central focus of any learning program. All educational domains hold equally important positions and are necessary for productive learning to take place.

A FOG field experience differs from traditional geographic field experience in that instruction is aimed at all ages within the family unit. Each person is treated as a unique individual and as an important contribution to the

³⁴Op cit, p. 10.

learning endeavor. Instruction is focused on geographic learning experiences which promote sequential learning according to individual ability. The end result allows the family unit to explore an environment within an instructional design somewhere between the discovery approach of Maria Montessori and the programmed or directed approach of B. F. Skinner.³⁵ Such a program allows the participants to have not only an educationally valid experience, but an enjoyable family experience as well.

³⁵Robert N. Singer, "To Err or Not To Err: A Question for the Instruction Strategies for Psychomotor Skills", (Washington, D.C.: American Education l Research Association, Summer, 1977, p. 480.

CHAPTER 4

PROGRAMMATIC DESIGN FOR FOG FIELD EXPERIENCE

FOG field experience is evolving from formal geographic field experience to meet a specific local need. This philosophy is being developed for the purpose of communication with other geographic education researchers on the use of specific FOG field experience techniques. Thus, FOG field experience is one method of approaching geographic field experience used at Delta College which has a community education base. The goal of this field experience is to provide geographic field experience to non-majors within a family context. This is an enrichment program as well as an academic program.

Here, the term "family" includes the following types of participants: a nuclear family unit consisting of a married couple and their children; a one parent family unit consisting of a widowed, divorced or single parent attending with their children; a two person family unit consisting of two people attending without children, usually named a couple; and a single person family unit consisting of a family of one person.

Building Models

FOG Field Experience Communication Model

The terminology of church related education connotes a more cooperative system of education than geographic field experience, and many times in this thesis replaces the more formal educational terminology of instructor and students. This is reflected in FOG field experience relationships. The four components of the model communicate along the straight lines.

Each family unit needs to communicate with the leader(s) or instructor(s) and to communicate among students whether family members or other participants, (Fig. 4). The instructor plays the facilitator role. A family of one has one less communication component to utilize. Family communication within the nuclear family and the one parent family have circuits between parent and child. There is also the possibility of other communication circuits within the family unit. The other person component in the model refers to a person of any age whether child or adult. The feedback portion along the curved lines of the communication model completes the communication circuit and allows learning to continue. This is the active listening which can reflect what the participants are communicating in different terms in order to check the validity of the statement. As such, the leader plays a consultant's role.

The techniques of communication between instructor and student changes according to needs. All communication should be positive. The instructor to child communications are more immediate and incentive oriented than the adult communications. An example of this type of communication is found in Chapter 5 under incentive stickers or seals.

FOG Field Experience Model

This family feedback model in (Fig. 4), is a necessary model also to form the extended family in (Fig. 5). These four family unit types listed under the introduction are ingredients in the extended family. Here, the extended family refers to all participants within the group, a broader definition of extended family than used in Chapter 1, which specifies a relationship by blood or marriage. As such, all members learn from each other and are concerned for the needs of each other. This companionship and concern lasts for the duration of the program, although longer lasting friendships may occur.

The environment is the setting or place which provides the fire for learning. It is extremely important to see that details of the physical and culturally environment are well known to the leaders. These conditions are then explained to the participants as they relate to safety, equipment and other needs. The extended family interacts within a variety of settings depending upon the session goals. Examples of these settings are provided in Chapter 5.

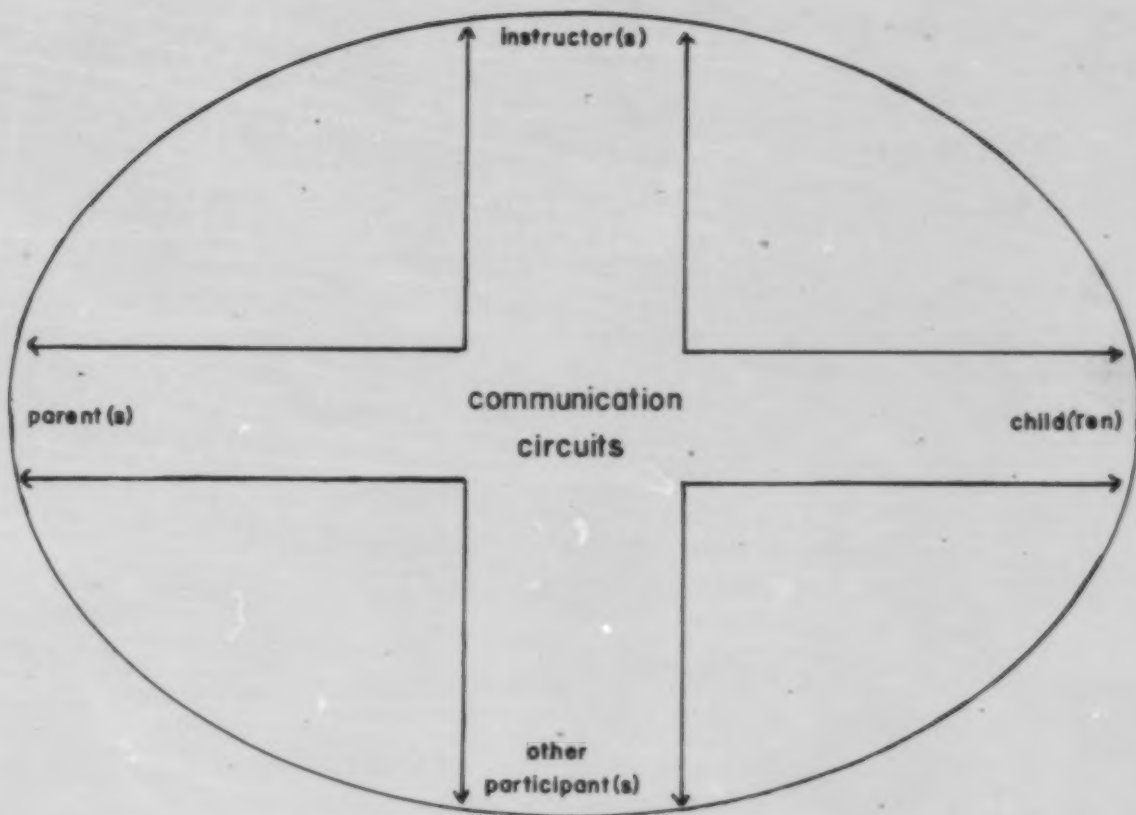


Fig.4: FOG FIELD EXPERIENCE COMMUNICATION MODEL

Mechanical, Intellectual, and Social are the three components which comprise the fuel portion of the model. The components blend the family units into an extended family unit. These are the activities for the extended family and the individual family units which form the FOG field experiences described in Chapter 5.

Dr. Pierce Lewis states, "The key to a good field trip --as in any teaching--is preparation. To simplify the following discussion, it will be useful to consider (1) intellectual preparation--both of the instructor and the student--as separate from, (2) mechanical preparations such as arranging for vehicles, visual aids, meals, and the like. The first is overwhelmingly more important than the second..."³⁶ The priority standing between intellectual and mechanical is determined by perspective.

From the teaching perspective it is agreed that intellectual is first. The instructor and students need to know the objectives of the FOG field experience. Then, the participants do the specific activities which will meet these objectives.

However, from the human perspective mechanical is first. Mechanical delays inconvenience the participants and need to be avoided if at all possible. It is agreed that some flexibility is necessary, but stay with the itin-

³⁶Lewis, p. 55.

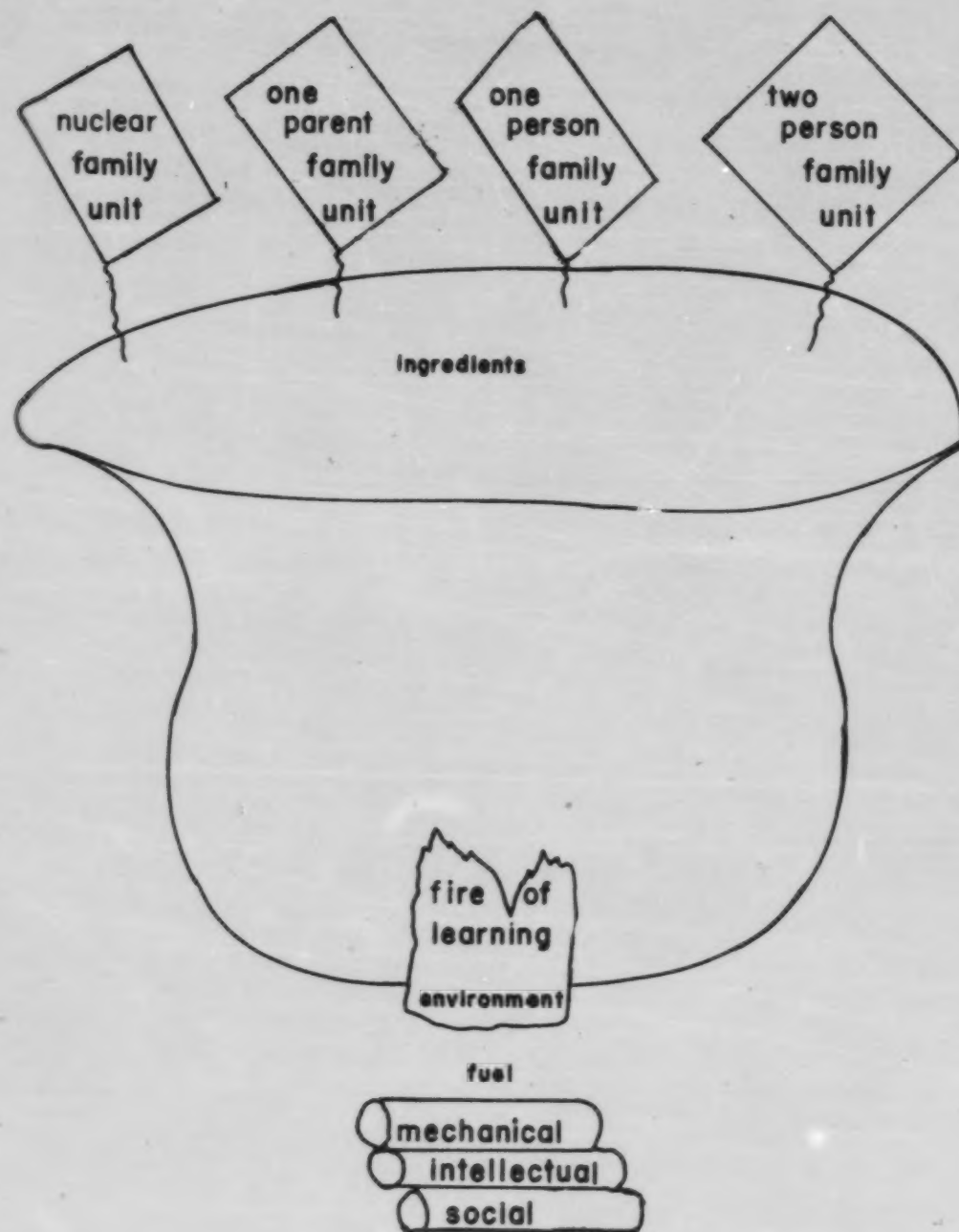


Fig. 5: FOG FIELD EXPERIENCE MODEL

erary. During a FOG field experience mechanical preparation includes: transportation, lodging (camping or otherwise), meals and resources. This is similar to Dr. Lewis's list, but personally, mechanical is first priority whether in preparation or in practice.

During a 24 hour day, 8 hours are removed for rest. This leaves 16 hours for "people active time" or 2/3 of any FOG session is available for MIS experiences.* In a FOG field experience these MIS experiences do not always have clear-cut divisions, often overlapping throughout these experiences.

The intellectual ideas which form the basic theme of FOG field experience develop sequentially, experience by experience, into the geographic learning model in Chapter 3, (Fig. 3). The first few experiences serve the field tour function where participants are shown areas for the sake of knowledge, awareness and moving through at level 1.0 learning. Usually these experiences are conducted during the pre-travel sessions, but an occasional travel session is conducted on this level.

Later, the experiences become more detailed geographic learning at level 2.0 with field trips to the next area of study. Each session within a travel program has a different theme as a focus. Here, the instructor(s) become

*MIS refers to mechanical, intellectual, and social components of geographic field experience.

(became) a facilitator(s) within the geographic laboratory in which the family units are to explore, to observe, and to understand. The cognitive learning domain becomes third after psychomotor learning domain and affective learning domain.

In addition, the instructor(s) acts (act) within the consultant(s) role to listen to ideas, to assist in thinking through problems and to assess learning within the communication and feedback circuits within the communication model in (Fig. 4). The importance of the FOG field experience is that through the use of a multi-aged approach variety is provided within the geographic learning experience. Here, the environmental setting and activity changes, thus, improving the thought flexibility of the participants, expanding the creative expression, and the openness to new experience.

Dr. Lewis does not mention a social component in his article. By adding the social component of group activities around the campfires, and recreational interaction techniques to the formal geographic field experience program, FOG field experience becomes an intensive learning process not dependent upon an 8 hour academic day. These social methods can be in small groups or large groups. A daily campfire is a time to reflect upon the events of the day just ending. Through mechanical means, a weekly potluck and incentive time can be a special sharing time for the

formation of the extended family. Through these techniques of communication, each participant can identify themselves as part of an extended family and not as an isolated or unimportant individual.

According to Dr. Lewis, "A first-rate field trip is an intellectual experience of a high order, but the best trips are also gloriously enjoyable."³⁷ The FOG field experience can also be an intellectual experience of a high order and a "gloriously enjoyable experience," too.

The FOG Field Experience-Reflection Model

While not evolved from it, FOG field experiences are closely related to Dr. Koehler's experience-reflection model³⁸ for developing an intergenerational church related education program. Through this model: "Members, individually or in a group, are engaged directly in some activity. Then they talk over their experience...Learners are fully engaged with all their senses, not just their ears and minds. Learners have to think, feel, decide and act."³⁹ Activity examples are suggested by Dr. Koehler to develop these concepts which can be adapted to FOG field experiences include:⁴⁰

³⁷Ibid, p. 66.

³⁸Koehler, p. 56.

³⁹Ibid.

⁴⁰Ibid.

Creative activities--stratigraphy jello.
 Interest groups--rock hunting, nature walks.
 Camping--within the focus locations.
 Environmental awareness--feeling walks.
 Field trips--within the study areas.
 Art festivals--travel poster, playdough landscapes.
 Simulation game--survival game.

Some of these activities are more fully developed as they relate to specific travel experiences under discussion in Chapter 5.

Selecting the Leadership Team

Here, the instructor is the leader and general coordinator. With the FOG field experience approach, no one leader can do everything, and it is possible that a team would be more appropriate having various responsibilities and skills. The following worksheet will help in the decision making process.

Worksheet

Who	What	When
M	lodging, field location	
I	write and assemble field guide	planning
S*	plan the awards presentation correspondant	
M	itinerary, facilities	
I	acclimatization, knowledge, skills	pre-travel

*MIS

- S acquainted the extended family
observer and photographer
resource person(s)
- M accommodations, supplies
- I environmental facilitator travel
- S create the extended family
observer and photographer
research person(s)
- M set up slide program, recreation
- I evaluation post-travel
- S renew the extended family
observer and photographer

In general, it is this general coordinator who selects a small team of assistants which are generalists handling several of the leadership categories listed on the worksheet. Also, a comfortable working relationship exists between the group. The latter is especially important as even the leader will have family commitments and multiple duties while in the field.

In the process of selecting the persons being invited as part of the leadership team, the following criteria should be considered in the selection process:

- Is the person committed to a view of the course as a family learning experience?
- Is the person able to communicate clearly with all ages?
- Is the person skilled in helping other people share and interact in meaningful ways?
- Is the person open about his or her own experiences?
- Is the person skilled in teaching through group activities rather than lecturing?
- Is the leadership team representative of the various age levels and family unit types involved within the group?

In order to have a successful FOG field experience, input from the leadership team is very important. Their leaders must develop a team relationship by learning to share openly and really hearing one another. A good team relationship is the core of a good travel-study program and models the extended family in action. There is no philosophy for training programs other than the one used at Delta College. As an example of a timetable for a training program at Delta College, major field courses and seminars are often planned a year in advance with the leadership team averaging one weekend a month for course development.

Development of the FOG field experience philosophy continues to improve the leadership team's skills within the field study area. However, the team must be flexible in order to alter plans and explore new resources. The leadership team must be supportive of each other and cooperate in every method possible in order to maintain the extended family atmosphere. This extended family relationship will grow and expand to other members of the group as long as this tone of caring and sharing has support from the leadership team. Family conflict can be one major problem because of the change in the usual family routine. The leaders are on "24 hour call" thus, it is important to maintain the quality of family time during the travel experience. This will build the extended family model in (Fig. 5).

Participants

It is important to remember that the instructor, in addition to being the general coordinator, and a member of the leadership team is also a participant. The same is true for the remainder of the leadership team.

The participants sign up for the course after most of the planning is completed. They have a diversity of background and a wide age range. One method of categorizing them for this thesis is:

- 1-5 pre-readers
- 6-12 elementary
- 13-15 junior high
- 16-18 senior high
- 19-54 adult
- 55+ senior citizen

Some or all of these categories are represented by family participants on any FOG field experience. Specific details are provided in Chapter 5.

This is not an experience for persons with personal or family problems. The learning experiences are clouded by strong feelings which do not allow much positive growth or accurate evaluation. FOG instructors at this time are not trained to deal with the psychology of family problems.

Class Credit

The participants are registered into the class within a month of the leaving date. The families participating in Delta College's FOG field experiences generally have little geographic background and a diversity of interests. So, it is possible for family members to elect credit through three different systems:

First, Delta College's community education, liberal arts division, for service credit. It is for people of any age who are interested in enriching their lives within the community. The requirements are:

1. To keep a field journal including reactions to what is being experienced.
2. To attempt the field problems and the take home test for their own knowledge and benefit.
3. To explore new areas with a desire to learn about it.

Second, academic credit in geography at Delta College is offered as an elective credit towards an associates degree for any person meeting the requirements of the community college. The requirements necessary for a grade are:

1. To keep a field journal as a written account of the reaction to what is being experienced.
2. To complete a take home test before leaving on the travel-program in order to evaluate progress made to that point for grade purpose.
3. To write answers to the field problems which are to give practical application of the theoretical geographical concepts to the real world involving

direct observation of the study area and conclusions through the inquiry approach. The abstractions of the classroom become the realism of the outdoor classroom.

4. To make a field project.
5. To share experiences with the group.

Third, graduate credit in education is offered in cooperation with Saginaw Valley State College for those people who already hold bachelors degrees. There are mainly teachers working on hours for standing with their school. The requirements are:

1. To write a field journal to express their impressions of the field study area.
2. To complete a take home test before leaving for the field study location to demonstrate knowledge of the pre-travel focus of basic material.
3. To answer field problems which demonstrate understanding of the geographic concepts focusing on knowledge and application.
4. To make a field research project for teachers thesis (usually the development of a teaching unit to be used in their classroom which relates the travel experience to classroom teaching), this being the most useful transfer of learning.
5. To react to the field study area.

Developing a FOG Unit Plan

Before selecting the specific activities to be performed during the field experience, it is important to have a well developed set of FOG learning objectives. Since it will always be possible to find more activities to do than time

permits, each possible learning experience must be evaluated against the FOG learning objectives for the class.

Terminal Performance Objectives or Goals

The beginning point for any FOG unit plan is the development of basic goals and objectives to be used as guidelines. Utilizing the basic models discussed in Chapter 3 and 4, the following goals are common to each FOG field experience:

Mechanical Goal: To develop a set of FOG field experiences.

Intellectual Goals: To help family members interpret apparent and actual world around them.

To value the environments surrounding a family.

To explore the environments from different perspectives.

Social Goals: To interact as an extended family.

To enjoy the FOG field experiences.

FOG Learning Objectives

In order to reach these goals a set of objectives are placed into the same geographic learning structure covered in Chapter 3.

Cognitive Objectives:	To know geographic terms related to the study area.
	To translate geographic symbols from maps into reality and from reality to maps.
	To interpret the present day landscape within the study area as being the result of an on-going physical and cultural landscape.
Affective Objectives:	To be aware of changes in the landscape through time.
	To respond to the landscape as a dynamic entity with all the senses.
	To make value judgments about the landscape.
Psychomotor Objectives:	To hike, climb or otherwise explore an environment.
	To express both orally and in writing, the knowledge and values experienced.

Planning Session Objectives

At this point in the planning, the participants must understand the purpose of the travel-programs, the What and Why of the itinerary and the Where of the FOG field experience. When these goals are met, the program will hold the attention of the participants through the activities. The following are the three main divisions of FOG field experience sessions: PRE-TRAVEL, TRAVEL, and POST-TRAVEL.

PRE-TRAVEL SESSION OBJECTIVES:

Mechanical:	To complete the final itinerary.
	To complete logistics.
Intellectual:	To introduce geographic terminology.
	To acclimatize the participants to the environment.
Social:	To interact within the extended family.

TRAVEL SESSION OBJECTIVES:

- Mechanical: To handle the details of accommodations, resource persons and itinerary, etc.
- Intellectual: To interpret the physical and cultural landscape of the study area.
To acclimatize the families to the study area through a "sensory" approach in addition to the textbook authority approach.
To discuss the travel experiences with other participants and resource persons.
- Social: To enjoy the extended family and the FOG field experiences.

POST-TRAVEL SESSION OBJECTIVES

- Mechanical: To set up the slide program.
- Intellectual: To evaluate the travel experience.
- Social: To renew the extended family.

The session objectives are used to explain specific activities in Chapter 5 and are not expanded at this point.

Planning the Pre-travel Sessions

When many of the participants have been away from formal education for sometime, any classroom setting can be a barrier to learning and socializing. The location of the pre-travel needs to be informal. One good method to solving this problem is to use a leadership team's home for an outdoor classroom environment.

Usually, the amount of time necessary to schedule for a FOG field experience is fifteen hours of pre-travel classes

for each week within the field study location. The time is divided between films, lectures, demonstrations, readings, a take home test, and other activities.

Getting acquainted with the instructors and the other participants involves many formal and informal techniques. One useful technique is for each person to construct a name tag which represents the uniqueness of each person by using a shape to portray something the family member likes to do. It is preferable that the name tag be in character with the travel experience. This becomes the starting point for introductions and fellowship.

Soon, it is time to model a unique travel-study program, through the prioritizing activity example in Appendix A. Here, several family unit activities are listed for a travel program. Each family member chooses between two activities at a time until all activities are compared with each other. Then each family counts the number of ones, twos, threes, etc. to establish priority. The family and group priority lists are formed by the same technique. The family participants add input to the class. The final itinerary is established after this group feedback is added. This group involvement improves the attitude towards the travel program as being different from their prior experiences.

The communication circuits are developing within the family units and the group as a whole. The result produces

a multi-dimensional communication model in (Fig. 3), which has communication circuits and feedback circuits found within an extended family. One important FOG field experience objective is to have the group interacting together as an extended family starting with the pre-travel session(s).

The purpose of having a group meal is to further the development of group unity and to continue building the extended family as the family units eat and socialize together. Fun, food and fellowship are the 3 F's of socialization within the FOG field experience.

When choosing activities, the selection and sequencing of those activities is most important. As a guide to this, one can ask if the activities will:

1. Help the family participants reach the FOG goals?
2. Work well in the field experience-reflection model?
3. Meet the needs of all ages of the family participants?
4. In each session have variety, with large vs. small, active vs. quiet, and physical vs. verbal.

Another important factor to consider in developing learning activities is the grouping of learners. This depends upon the goals of the activities. In some cases the groupings can be entirely spontaneous, where family participants choose the areas which most interest them, much as in the prioritizing activity. In other instances, the leadership team can direct family participants into groups.

The following are possible groups:

- | | |
|-----------|--|
| Interest: | To ask participants to choose by topics discussed. |
| Activity: | To invite family participants to join a group by the methods being utilized. |
| Age: | To develop ideas or projects to be shared with others across age barriers. |
| Family: | To build family unity. |

The instructor's basement becomes a make-shift classroom for cognitive domain activities. During the pre-travel sessions, the cognitive activities center around learning geographic terms which will be necessary for field communication. Due to the limited pre-travel class time it is important to limit the use of geographic jargon. It can be said that, when time is short, a picture is worth a thousand words. The following multi-media techniques provide visual introductions to geographic terms and concepts:

1. A personal set of slides from the field study areas.
2. Movie(s) about environmental processes at work on the landscape.
3. Cultural movie(s) about the people and activities within the field study area.
4. Demonstration(s) of earth processes.
5. Rock identification laboratory.

Through these techniques the students have a visual image as well as the geographic term which will be useful in the field.

The instructor's backyard becomes an outdoor classroom for beginning observational exercises corresponding to

awareness and responding within Bloom's taxonomy in Chapter 3. It is necessary to begin this process during the pre-travel session(s) and continue it while en route to the study area. Here, the environment becomes the teacher and the instructor becomes a facilitator. The communication circuits with the family feedback model in (Fig. 2) facilitates learning among the participants.

The affective domain expands through the use of acclimatization activities. Acclimatization means to become personally acquainted with an environment. A series of acclimatization exercises are completed which develop the powers of observation and help the family members become accustomed to different environments. These participants learn to recognize an environment and interact with it as a personal friend. The more senses the group experiences the easier it is to evaluate an environment and interact with it as a personal friend. The more senses the group learns to use in evaluating an environment, the more they will learn about the study area. According to Steven Van Metre, each sense can be described with a word: touching-energy, hearing-harmony, smelling-characterizing, sight-perspective, and feeling-the whole body. These are all related to each other in an integrated whole of the environment.⁴²

⁴²Steve Van Metre, Acclimatization, (Martinsville, Indiana: American Camping Association, 1972), pp. 23-33.

These goals are often inhibited by culturally imposed barriers to free expressions. Because of the closeness of the extended family group in the FOG approach, it is easier to break down these barriers. Then these family members develop a more free expression of thoughts and ideas.

The pre-travel psychomotor domain activities are completed in the instructor's backyard, kitchen, or basement. The psychomotor items are defined as the motor effect of mental process. These activities are sequentially organized to mesh with all the other activities within the 15 hour time block allotted for the pre-travel session(s) for children with adult observation and supervision:

To paint a family sign on wood is a good identification project. It provides a sense of identity for building family unity within the travel-study program. It is a conversation point while camping in a new campground, or it can be put in front of a motel room.

To draw pictures on poster board takes the form of travel posters about the study area. This is a good stimulus for group discussion about the person as well as the study area. This form of free expression gives the instructor insight as to the student's perception of a study area prior to the travel sessions.

To create jello layers demonstrates sedimentation. It establishes the time necessary for the formation of stratigraphy.

To create an 18 inch cookie representing a map of the study area, each rock type is formed from oldest to youngest layers. This is based on rock layers which would appear at the surface on a surface geology map. The cognitive knowledge is discussed while the group forms the study area layer by layer.

To perform a sandbox demonstration of mountain erosion or building canyons can involve people of many ages.

To model a three-dimensional representation of landscapes with playdough a beginning point for discussion of mountain structure and canyon erosion.

Planning the Travel Sessions

The instructor is the general coordinator of the FOG field experience. It is the instructor who sets the basic tone and organization of the course as much as a year in advance of the departure date in order to make reservations. The schedule of any FOG field experience is set by the instructor within the timing available. Since Delta College draws participants from a large area, the various vacation schedules of the participants are an important factor.

The place for the FOG field experience depends on the purpose of the session. The place or environment needs to attract students into the class. Each travel-study location is chosen because it has geographic identity for the entire program and has popular appeal.

While considering these focal places, the instructor decides what phenomena within the environment to focus upon, and how much time will be spent on group activities versus independent family unit exploration and study. Since the learning emphasis is on the environment and not on the instructor, it is necessary to select the study area with

care. The following questions represent a possible selection criteria:

- Does the area have a strong visual appeal?
- Does the area hold the interest of all ages?
- Does the area fit into the travel time factor?
- Does the area fit the budget of the family participants?

In short, FOG leaders are responsible for the planning of the class. The instructor must focus attention on activities which can be done by the whole group, instruct the group in proper methods and then allow participants to meet their needs within the family context. In addition, the instructor and leadership team are responsible for the itinerary, field guide, and logistics. The itinerary should be pre-checked by the leadership team before it is finalized. This enables the leaders to properly prepare the families for instruction, dress, and safety factors while at the various sites.

Resource materials include the field guide which will become the textbook. It is researched and assembled ahead of time to incorporate materials which appeal to the diversity of the group in each class. After each class is individualized to meet the special needs of each group. The field questions are designed to require observation in the field study location. The completed notebook is turned in as part of the academic participants.

The following are some of the possible resources to be used:

Resources Chart

By the Leadership Team

physical geography textbooks
 regional geography textbooks
 systematic geography textbooks
 geology of the study area
 AAA guidebooks
 national parks guidebooks
 topographic maps
 geological maps
 models

Create Your Own

field guides
 personal slides

Equipment

slide projector
 movie projector
 sandbox
 kitchen utensils
 refrigerator
 oven

By the Participants

photographs
 tapes
 filmstrips
 movies
 posters
 instant picture camera
 field guide is the
 'resume' of the leader-
 ship team materials

Bring Your Own

playdough
 poster board
 marking pens
 colored paper
 newsprint
 string
 scissors

Planning the Post-travel Session

Upon returning home from the field it becomes necessary to do the household duties and other mechanical activities inherent in any travel experience. The family members need to empty the vehicle of their personal gear, group gear and clean up. Resource materials are to be organized and filed.

However, as a geographic field class it is just as important to sort out the experiences. This includes the intellectual activities of reviewing, integrating, or analyzing experiences and arranging them in order of importance. Participants impressions are used on the written evaluation forms which are returned to the instructor. Each family member is to complete one. The adults need to help the young participants complete the procedure. Academic students are to turn in required materials for the credit standing. The post-travel session should be held before grades are mailed. Grade comparisons can take away from the extended family feeling and produce strong feelings which will split the extended family.

Social contacts have been temporarily broken by the ending of the travel portion of the class. The emotionalism should be high at the end of the travel portion if the extended family is working. Post-session preparations are made for renewing social contacts once again in the instructor's backyard. The picnic table is set up for the group

meal. The yard is used for recreation and the basement is used for a slide sharing time. This is a chance to view other participants' slides and to exchange slide duplication lists.

The observer from the leadership team finds that much information for later evaluation is learned about the growth of the individual as well as growth of the family unit by observing the post-travel session interaction. Much of the activity is spontaneous. An example of this spontaneity is when a participant views a slide and says "That's a" (applicable geographic term). The use of geographic terminology is a free flowing part of their everyday vocabulary and therefore, the teaching vocabulary for their students. Later, these observations are shared with the leadership team as part of the evaluation procedure to increase learning.

Evaluation

Reflection is the other half of the FOG field experience model. Evaluation is not just an empty procedural technique within an experience-reflection model. It too is a form of learning. It is a method of improving the teaching in the class and thereby becoming more effective in the disciple of geography. For a FOG field experience, evaluation is essential.

The who of FOG field experience involves several types of persons in assessing the value of each FOG field experience. The participants need to evaluate the experience as part of assessing their own learning. In addition, the participants can help the leadership team by sharing their perceptions and perspectives of the experience. This leads to a more accurate evaluation and should improve future experiences. Several techniques are utilized throughout the program--group campfire, individual communication, and a post-travel written evaluation. The leadership team needs to evaluate each session before completely understanding the experience in terms of meeting the geographic learning objectives and changing the experience in order to meet these stated FOG goals. In addition, the leaders can re-examine their skills. The administration needs to evaluate this program within the context of service to the community. If the FOG field experience is new the administration should give it a special evaluation before making further plans for a FOG field experience.

The what about an FOG field experience comes from the group in several forms: feelings are the first to come. If FOG participants or leaders have strong feelings about an experience, whether positive or negative, these feelings must be expressed during the evaluation time. In fact, until these feelings are put into words by people, accurate reflection is not possible. This is not an experience but

a form of growth within the learning process, for both the leaders and the participants. Relationships are formed between generations within the group in building the extended family. The development of respect for each individual's uniqueness and talents help the interaction within the group. Another benefit is that the communication barriers are broken down during the process of building this extended family.

The how of evaluation includes several methods throughout the FOG field experience: Observation is conducted by member(s) of the leadership team who is (are) not involved in the teaching at that particular time. This may be by using visual means or cameras. The observer is looking for examples to prove learning is taking place to meet the FOG field experience goals. These observations are later shared with the leadership team. Oral evaluation is encouraged around the group campfire, the post-travel slide show or on a one-to-one basis with a member of the leadership team. This is not always the general coordinator or lead teacher, but a member of the team with which the participant can identify. Written evaluation is part of the post-travel session where the participants and leadership team put information on paper to be used in a statistical analysis in the future. For the non-readers, an adult can assist them in expressing their evaluation. It is important to keep the evaluation form simple. There is a sample evaluation form included in Appendix A.

Advantages and Disadvantages of FOG Field Experience

Family oriented geographic field experience has been evolving over several years. Each field study location is different and each group of participants is different. In general, each field experience has filled a need of the local community. This thesis has presented a philosophy and the programmatic design for a family oriented geographic field experience.

Advantages

1. To keep family centered activities which build memories, close family relationships, and respect for other people's talents.
2. To build self-realization for each family member through new roles, fun, and the spirit of togetherness.
3. To place more emphasis on cooperative learning through an awareness of the environment instead of the competitive "I conquer you" attitude.
4. To learn from the environmental, intergenerational, social and instructional sources.
5. To eat group food with many helping hands making a fun social event out of something mechanical which promotes an exchange of ideas.
6. To learn new skills or exchange skills with other participants.
7. To experience anticipation about the next location.
8. To know that help is always near at hand for the participants with tools to fix flat tires, or fix a broken drawer.

Disadvantages

1. To have a group which does not become an extended family.
2. To have some participants with more special needs than can be satisfied by the extended family.

3. To have participants who disregard rules and regulations necessary for the group safety.
4. To increase the logistics due to size of group and the multi-age structure.
5. To fit the instruction to the family emphasis as opposed to the instructor.
6. To have learning begin at the student's level and not at the instructor's level.
7. To have age restrictions on some activities.

CHAPTER 5

FOG FIELD EXPERIENCE AND REFLECTION-- CASE STUDIES

The theory of FOG field experience was developed in Chapter 4. This chapter is written from the perspective of a co-instructor and a specialist in multi-aged education as well as a participant in three FOG field experiences. Prior to 1976, geographic field experiences at Delta College were designed and taught to individual students. Occasionally, other family members came along as followers and the instructor's family was not included.

Taking each field experience as a case study would prove to be lengthy and repetitious. The Upper Peninsula of Michigan FOG Field Course will be identified as Case Study I, and the New York and Montreal FOG Field Course as Case Study II. Both of these FOG field experiences will be explained briefly to demonstrate the development of the FOG philosophy and techniques. The Colorado Plateau FOG Field Seminar will be Case Study III and will be explained in more detail.

Upper Peninsula of Michigan FOG Field Course Case Study I

Mechanical: The FOG field experience to the western portion of the Upper Peninsula of Michigan in August, 1976 (Fig. 6), was originally a traditional field course similar to the travelling field course described in Chapter 2.

LAKE SUPERIOR



Fig. 6: CASE STUDY I

It was converted to a FOG field experience by the addition of various types of family units besides the single family units described in Chapter 1. Changes in the pre-travel planning included the addition of a second instructor to teach multi-age participants and to consult on the itinerary adjustments necessitated by family groups. The pace of the experience was still scheduled to accomplish the maximum number of activities in the shortest possible time period (Appendix A1).

The participants included four nuclear family units and nine single person units. These units were taken as ingredients and mixed together as described in Chapter 4, until they formed an extended family similar to the model.

Intellectual: The field experience activities were designed to keep the family units intact, with or without the instructor(s) presence. A "travel kit" was quickly assembled as a technique for the first few days to develop observational skills by the families (Appendix A2). Stickers were distributed to the younger family members during the rest stops and in camp. This increased the communication between the multi-aged instructor and these young students. Instruction for the family members was brief and assembled quickly. The results were favorable for the use of the teaching technique. The part of the course which was not converted to families was the mining.

Social: Activities centered around the recreation halls

and beaches along the route. Close social ties were formed through these activities. Campfire time added to the development of the total FOG field experience.

New York State and Montreal FOG Field Course Case Study II

Mechanical: Delta College's second FOG field experience was to selected regions within New York State and Montreal, Quebec, Canada, for 2 weeks during August, 1977 (Fig. 7). The selected regions were the Niagara Frontier, the Finger Lakes, and the Adirondack Mountains. This was the first field experience to be advertised for families. Half of the route had been travelled previously with single students. Most of the other half had been explored personally. Mechanical problems were often found during this experience probably representing insufficient pre-planning and without the support of a strong leadership team.

The participants within this group consisted of two nuclear families, a single parent family and five single family units. The group did not form an extended family, possibly because of the reduced size of the group.

Intellectual: The field experiences were planned to include a walk along the Niagara Gorge, a hike through Watkins Glen, a winery tour, a tour of the Adirondack Mountains with a resource person, and several opportunities to discuss local environmental problems with local resource persons.



Fig.7: CASE STUDY II

The intellectual planning was excellent. The multi-aged instructor was not as actively involved as a facilitator as compared to Case Study I. Communication with family members was at a minimum and stickers were not handed out for observations recorded.

Social: Activities centered around swimming pools and recreation halls to build up social ties. Campfire time and occasional group times added to the social aspect of the FOG field experience.

Colorado Plateau FOG Field Seminar Case Study III

In 1978, a three week FOG field experience was planned focusing on the Southern Rocky Mountains and Colorado Plateau, including nine national parks and monuments (Fig. 8). This travel program was Delta College's most extensively prepared FOG field experience. Another family shared the responsibility as a leadership team in the intellectual, mechanical and social areas. Approximately one day each month during the year was utilized for sharing and building an extended family base. The final result was a group composed of four nuclear families, two couples, a one parent family, and four singles.

Pre-travel Sessions

Mechanical: Activities centered around filling out



Fig. 8: CASE STUDY III

forms of campground needs and health forms (Appendix A3, A4, and A5). Then discussing details of reservations for specific field experiences and collecting deposits for these experiences. Family participants input into the itinerary was through a prioritizing exercise which asked participants to choose between two activities in order of preference, until five to ten items had been ranked (Appendix A6).

Intellectual: Many new activities were tried for this travel-study program in order to improve communication between family members, and to develop the knowledge, values and skills necessary to maximize their field experiences. These pre-travel learning activities were built sequentially from lower to higher levels of learning through planned and unplanned activities. The following represents a partial list of these activities.

1. a rock identification laboratory was set up on a picnic table in the front yard as a cognitive activity.
2. An acclimitization to camping session was conducted in the instructor's front yard. The learning here was primarily in the affective domain in that it helped develop a sense of extended family with everyone helping each other. Just developing an efficient system for camp set-up, required considerable psychomotor skill.
3. A contest was held with families creating travel posters related to what they expected to see while travelling. Not only was this a psychomotor activity during drawing, but it was also an affective activity in which the participants expressed an anticipated feeling about the study area.

4. Another affective domain activity achieved through psychomotor domain skills was having the family participants write a field journal which recorded their impressions. This journal provides a means of measuring what the participants are achieving in terms of affective learning. (Appendix B)
5. A sandbox demonstration was conducted to illustrate the concepts of mountain building and erosion. The families were asked to suggest ways that mountains could form, and the younger members were asked to create a mountain in the sandbox using their psychomotor skills. Liberal application of water from a gardenhose brought about the desired effects of erosion, transportation and depositions. Through this type of modeling, the participants experienced all three learning domains.

Social: In addition to setting up camp, games and an evening barbeque were used to encourage socialization. This helped build the extended family that would be so important to learning in the field.

Travel Sessions

Mechanical: After the pre-travel sessions were completed, it was time for independent travel to a campground west of Denver, Colorado (Fig. 8). An organized vehicle caravan was not attempted during the travel-study program. An informal buddy system between participants developed when travelling between focus points. The citizen band (CB) radio allowed communication between participants while travelling.

It was possible for this group to have entrance fees and group campsite fees waived with a letter of introduction

from the National Parks Service. However, many of these group campsites were unsuitable for the family context. Individual sites were preferred but were not always possible to reserve within the national parks. In focus locations where reserved campsites were not the policy of the individual national park, private individual campsites were reserved.

A motel stay was planned as a change of pace and due to strong feelings about camping in Zion National Park in the summer. The campers were parked in a church parking lot behind the motel. The adults enjoyed the conveniences of a "real" bed and a shower in the room. Whereas the television set entertained the children for hours.

Meals were part of the individual family unit routine with the addition of informal potlucks and occasional restaurant meals. This was an important part of family unity and cooperation.

Intellectual: The case study information included under the intellectual component will center on the main group field experience activities. These were practical applications of activities described in Chapter 4. This travel-study program progressed along the continuum from instructor centered to student centered field experiences. At the same time, participants moved from level 1.0, level 2.0, to level 3.0, to level 4.0 learning (Fig. 3). This basic field experience mode was the field seminar,

as such, included the objectives of the previous field experience modes in Chapter 2. For illustrative purposes, a selected number of field experience activities will be described to fill in the triangles within the geographic field experience learning model (Fig. 3). Main focal areas have been assigned for the purpose of easy reference (Fig. 8):

- Denver, Colorado area
- Rocky Mountain National Park
- Colorado National Monument
- Arches and Canyonlands National Parks
- Capitol Reef National Park
- Bryce Canyon National Park
- Zion National Park
- Grand Canyon National Park, Part I
- Grand Canyon National Park, Part II
- Mesa Verde National Park

Beginning from the simple levels of learning within the three domains (cognitive, affective, and psychomotor) and progressing to the complex levels of learning (level 1.0 to level 4.0), the following activities have been categorized in accordance with the principles of the taxonomy of geographic field experience learning (Fig. 3).

Level 1.0 activities (knowledge, awareness, and traversing) were the introductions to the landscapes. Field experiences of this type were characterized by the student receiving an overview of each focus location in the field tour mode. Within the Denver, Colorado area, these activities included the following locations.

Theater Among the Red Rocks Park served as an excellent

location to contrast the Great Plains and the Rocky Mountain regions. Learning included introduction to the terminology of hogbacks and unconformities, the awareness of their existence, and the traversing of the park.

The geological road cut on I70, provided an excellent rock identification laboratory to follow-up the pre-travel session work. Collecting information from display signs, the road cut, and the instructors were learning activities within the cognitive domain. Developing awareness of this location was a learning activity within the affective domain. An for family members at this location was a "walk back in time" (Appendix A7).

The Denver Museum of Natural History provided the participants with a chance to broaden their basic knowledge of the area through displays on ecological systems, fossils, rocks and minerals. The students were conducted on a behind the scenes tour. The most important learning centered around the awareness of the amount of time and patience necessary to create this size displays. The psychomotor domain was covered by the long distance to be walked in the museum.

Level 2.0 activities (comprehension, responding, and speaking) centered around instructor-lead or resource person-lead field experiences. In several national parks, regularly scheduled ranger-lead field experiences were included. These beginning level activities were categorized at level 1.0. However, when local resource persons were available

to design a specific field experience, a significantly higher level of learning resulted. At Rocky Mountain National Park, a former park ranger, conducted a series of field activities within the field trip mode. It began by making the family participants aware of the hidden world within the park. The cognitive learning centered on identifying local rocks; looking at mountain building processes; and viewing the glacial erosion and stream erosion processes. The affective learning centered on sensing the mini-environments of this park from the warm and sunny valley floor to the cold and snowy mountain peaks; from the tall spruce trees of the valley sides to the short krumholtz at the tundra edge. The psychomotor learning centered on: hiking around a tarn; over a moraine; and across the tundra while discussing the environment.

Instructor-lead hikes were similar in nature, and were included to several locations: Arches, Capitol Reef, and Zion National Parks. These hikes focused on providing continuity between pre-travel and travel experiences. The activities at each focus laid a base for continuation to the next focus. For example, at Colorado National Monument the participants were able to view all the basic processes related to canyon formation which they would be observing for the entire travel experience.

Affective domain activities centered around independent family experiences done after they had received a level 1.0 introduction to the area. At Arches and Canyonlands National

Parks, most participants elected to fly over both parks for one hour. This gave them a visual perspective of the texture of the landscape which could not be obtained by any other method.

Another group field experience was a one day Colorado River raft trip. It was an excellent affective learning activity in which the participants sense the force of the river that had sculptured this landscape. The boatman added to the basic knowledge of the area. Several students floated downstream with the current to feel the speed of the water.

Level 3.0 activities (application, valuing, and writing) were designed to help the participants express their perception of an important areal concept. This was done for all focal locations by having the student keep a field journal as a means of recording his (her) impressions of the study areas. In doing this activity, they utilized all learning domains: the skill of writing to record the values through the use of correct terminology. For example, one comment repeated in many journals was that the heat and elevation affected the groups appetite and need for sleep--always hungry and always tired.

Another level 3.0 activity was photographing with an instant print camera. This was fun for all ages and a fantastic learning experience by focusing student attention on detail within a small area. The student was asked to search the landscape for a view which best represented his (her)

visual impression. Sixty seconds later, a print could be discussed with other participants and then be placed in his (her) field journal. This was particularly effective with the younger members of the families. The rapport which developed between the multi-aged instructor and students has been previously described within the communication circuits section of Chapter 4. For this project, the instructor furnished the film and camera, so that all members could participate. Rocky Mountain and Grand Canyon National Parks were sites for this activity as they represented landscapes of great contrasts: mountains and canyons.

Capitol Reef National Park was also an excellent study for level 3.0 learning. It provided a strong contrast between the desolated wilderness surrounding the park and the lush green of the irrigated desert oasis, or "Morman Garden" within the park. Until recently this was a Mormon settlement with gardens and fruit trees, now it is cared for by the National Park Service. Learning within the affective domain was predominate, here.

Level 4.0 activities (analysis-synthesis, organizing, and measuring-mapping) were designed to help the students synthesize the large quantity of data they had gathered while travelling. The physical environment study area was Grand Canyon National Park. Here, the visualization of the rock layers from youngest to oldest was an important learning event. The utilization of all the senses was learning within the

affective domain. Whereas, the acquisition of terminology, comprehension, and interpretation of knowledge about this area was learning with the cognitive domain. The opportunity to hike down into the canyon was also an important part of the psychomotor learning process.

Here, the study represented the high point in landscape development along the Colorado River, which had been previously viewed at Rocky Mountain and Canyonlands National Parks. All forms of fluvial erosion which had been observed before present in their most spectacular forms. Learning was primarily in the affective domain through independent exploration. The instructors were primarily resource people as in the field seminar mode of the geographic field experience continuum (Fig. 2).

While this travel experience strongly emphasized the physical landscape, the cultural landscape was not excluded. This cultural landscape was well illustrated by the study at Mesa Verde National Park. While travelling across the Navajo lands of northern Arizona to Mesa Verde, a study in the synthesis of the cultural environment, progressing backward in time, was made from modern settlement patterns to those of the Anasazi cliff dwellers. Also, this focus location was conducted in the field seminar mode.

Social: The social aspect of the FOG field experience was necessary, also, to create the extended family described in Chapter 4. Within the extended family context, the participants' needs were met. Participants would recall the special interests of other group members, who would enjoy joining a particular family unit activity. Also, information about possible activities was communicated to other group members. The swimming pool, recreation hall, and campfire were the center of group life after the formal intellectual activities. Many times this would be a learning time by reflecting upon the activities of the day. These were for the most part informal, spontaneous activities.

A recommendation was made to the family units for a social activity to begin the travel portions of the FOG field experience. It was an excellent family restaurant where entertainment, good food, and low costs for a whole evening of fun. This restaurant reflected the Mexican-American heritage of the Denver, Colorado area.

A potluck supper and awards time was organized as a group activity at the Grand Canyon. The awards were for the young family members participation in the planned intellectual activities. Special awards were for the highest number of stickers collected for observational skills and knowledge communication with the multi-aged instructor.

The group party was a high point of the activities at the Grand Canyon South Rim and was the best social event of

the session. It centered around a family hayride and steak fry planned by a commercial firm.

Post-travel Session

Mechanical: A front yard campground was once again set up for the group, at the leadership team's home. Once again it was time to set up the picnic table on the back porch and the slide projector in the basement.

Intellectual: The evaluation was sent out in written form to be answered by each participant. The adults helped the younger members of the group to complete their forms. A copy of the evaluation form used for this travel program was included (Appendix A8). On the evaluation the high points to the group were: Rocky Mountain National Park because of the beauty and being first, but also Mr. Ben Slater as a resource person, and the Grand Canyon National Park, especially the North Rim because it was the place people most wanted to see. The low point was Capital Reef National Park because it was isolated and it followed several very busy days, also it was the lull before the more famous national parks of Bryce, Zion Grand Canyon and Mesa Verde.

Social: Many happy hours were spent in the basement as slides were shared. Even after nearly two months separation, the extended family feeling was quickly rekindled through slides, games of foot and baseball and a group campout.

CHAPTER 6

SUMMARY AND CONCLUSIONS

Family oriented field experience has been tested for three years under various conditions. The results indicate a successful endeavor. In actual practice several ideas must be thoroughly understood and then dealt with before a successful travel experience can be concluded.

First, the family becomes the most important unit by not leaving certain family members at home. The family has more social conflicts which must be resolved and each member must develop a meaningful extended family relationship early during the pre-travel sessions.

Second, the interaction should involve the instructor in a communication system as demonstrated by the Family Feedback Model in (Fig. 4). Feedback is important in building the stronger rapport between instructor and participants. All participants are encouraged to come and receive positive reinforcement for learning. External rewards and incentive stickers set a pattern of learning behavior. Once the pattern is set, then learning is its own reward. The external rewards and incentive stickers are part of changes in teaching techniques due to the multi-age characteristic of the FOG field experiences.

Third, creating a learning climate involves more pre-planning to build receptivity. Negative impressions of the study area, can be minimized by personalization and identification with the environment and the need for acclimatization leads to the realization that the environment can be hurt. The most important concept to be learned is the understanding of the environment as an entity and seeing the cycle of changes which take place through a time scale. Learning the names of the features becomes a means to an end. Whereas, boredom was anticipated to be a problem on the travel experiences by adding component, rather too many experiences were available to integrate into learning within a short period of time.

In a geographic field experience interaction takes place between instructor and student usually on an intellectual plane. Interaction among students as peers may be on the intellectual plane or social plane of communication. The whole framework of a field experience must be in a balanced configuration which too often is not the case. Including intellectual, mechanical and social aspects of (Fig. 4) in equal proportions, similar to the geographic field experience learning triangle, configuration of (Fig. 3), a FOG field experience model is produced.

The mechanical component of family oriented geographic field experience focuses on utilizing the objectives of each field experience and carrying it out within the family context. The challenge for new ideas and approaches are found in the need for planning in the areas of age restrictions, safety, cost factors, and pace of the experiences. The loyalty of the group is split by family demands verses class demands. It is wise for the instructor to consider the consequences carefully while planning the mechanical component. Like any field experience, the comfort of the participants should be a high priority in eating on a regular schedule, rest breaks every few hours and stopping for the night before becoming exhausted. All of these suggestions are under the heading of "common sense." It is true that the majority of the mechanical concerns are carried out before the participants are even named, but a constant flexibility remains to maintain the travel-study program.

The FOG field experience is still instructor organized and lead but not from an authoritarian posture. The planning details, techniques of instruction, and implimentation of the experience are built on the principles of group participation and cooperation. Each FOG field experience builds on the principle of mutual respect.

The majority of time spent during the travel-study program is for intellectual pursuits, whether group activ-

ities or family unit free time activities. The intellectual component of family oriented geographic field experience focuses on broadening the students perspective on geographic concepts and to increase his (her) understanding of the world around him (her). The same is true for geographic field experience. Under these circumstances FOG field experience is not the opposite of geographic field experience, but rather a new dimension of it. It would be possible to design family oriented geographic field experiences for each of the geographic field experience types listed in (Fig. 1). The difference in the multi-levels of learning which is possible to be present within family units.

The social activities are found to be a necessary portion of any travel-study program. This builds the group unity into an extended family taking it out of the realm of geographic field experience and into the realm of FOG field experience. The social component involves the interaction between the multi-dimensional age structure and across age barriers.

The love of travelling and experiencing any environment and wanting to share its uniqueness with other people has lead this instructor to take up the challenge of developing FOG field experience. Working with people of all ages has been very rewarding and different from most instructors responsible for a single age group.

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APPENDIX A1

UPPER PENINSULA OF MICHIGAN ITINERARY FOG COURSE

Thursday, August 19, 1976 (FIRST DAY)

PLACE	POINTS OF INTEREST	EDUC. OBJECTIVE
Ludington C&O Loading Docks	Take Car Ferry to Manitowoc, Wisconsin. Suggest having breakfast on boat.	Hopefully, a tour of the ship.
Manitowoc, Wisconsin	Debarck Ferry and drive west to Green Bay, Wis., then north to the U.P. of Michigan.	Note transitors between glacial drift deposits around Green Bay and the glacially modified rock outcrops of the Canadian Shield in northern Wis. and the southern U.P. of Michigan.
Bewabic State Park at Crystal Falls, Michigan.	Rustic campsite on shore of Lake Bewabic.	Explore lake front area.

Friday, August 20, 1976 (SECOND DAY)

PLACE	POINTS OF INTEREST	EDUC. OBJECTIVE
Leave camp- ground for Iron Mt. Iron Mt. Iron Mine, Vulcan, Mich.	Tour of underground shaft iron mine.	Observe shaft techniques and experience what its like to work underground.
Republic, MI.	Tour of Republic-open pit iron mine and bene- fification plant.	Compare and contrast open pit mining techniques with shft mining. Also to observe processes involved with concen- trating low grade iron ore.
Shasta Inn near Republic. Have supper.	Old mine dump.	Hunt for Garnets, Pseudomorphs, and other minerals.
Return to Bewabic State Park Camp- ground.		

Campfire and
Anniversary party
for Tessmer's.

APPENDIX A2

Travel Tik

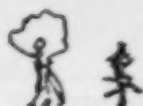
for pre-school children

for late elementary children

Bewabic
State Park



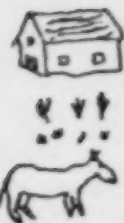
forest



Green
Bay



farm

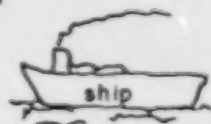


Chessie



Ludington

N



What kinds of recreational activities do you observe at the park?

Compare the amount of forest land to farmland. Is there more forest land than farmland along this part of the route?

Using the tour books you have, compare the population of Green Bay, Wisconsin to Bay City, Michigan to see if Bay City is: larger, same, or smaller. These are both port cities on the west sides of lakes.

As you travel along this route, you will observe many farms. Please react to the size of the average farm when compared to the ones near your home. Is the size: larger, same, or smaller? Is the shape of the barn the same as barns near your home? Could the same group of people have settled here as near your home?

Chessie is the kitten used for advertising the comfort of the railroad in 1933. Do you see any Chessie passenger cars, here? How many Chessie boxcars are on this ship?

This ship carried autos for extra money in addition to their usual railroad traffic each day. How many passenger automobiles can you count? Check the fare for an automobile and multiply the number of cars times the fare for each auto.

APPENDIX A3

CAMPGROUND INFORMATION

Name _____

Unit:

Number of: (Names)

_____ Tent

Adults _____

_____ Tent Camper

_____ Trailer (length _____)

_____ Mobile home (length _____)

_____ Other _____

Children _____

Name & Age _____

Hook-ups:

_____ Complete (water, sewer, electricity) Family picture

_____ Electricity only

_____ Water and electricity

_____ None

Vehicle license number _____

Vehicle description _____

CB Name _____

CB call number _____

APPENDIX A4

WESTERN TRAVEL SEMINAR

HEALTH STATEMENT

In case of health problems, or accident happening on our trip, I am requesting that you provide me with the following information:

1. Please indicate any health problems, or physical impairments that you may have. If there are no health problems, indicate this by writing none.
2. List any medications and dosages that you are now taking and the health problem that they were prescribed for. Are you allergic to anything?
3. Who is your family doctor? What is his address? Phone?
4. In case of accident, what person, or persons, should be notified? Please give full address and phone number.
5. Is there anything else relating to your health or physical comfort that I should be aware of, such as food or drug allergies. Please explain. If you have no additional information, indicate this by writing none.

I certify that the above information is correct to the best of my knowledge.

Signed _____

Date _____

APPENDIX A5

GETTING TO KNOW YOU AND YOUR FAMILY

1. Please give us a short profile on yourself and the other members of your family. Use back of page if you need more room.
2. How would you describe your family's philosophy of travel?
3. List any strong preferences in terms of food, travel, recreation, etc. that you, or your family have.
4. Same as #3, except list your dislikes.

APPENDIX A6

PRIORITIZING - NO TIES

Circle One Each Time	Answers	Choices
1 1 1 1 1 1 1 1 1	1.	1. Float trip on Colorado River with Sidewinder River Expedition
2 3 4 5 6 7 8 9 10	2.	A \$ 15 C \$ 10
2 2 2 2 2 2 2 2 2	3.	2. VW Bus trips to backcountry with Lin Ottinger Tours
3 4 5 6 7 8 9 10	4.	A \$20 F/\$ 12.50 H C - $\frac{1}{2}$
3 3 3 3 3 3 3 3	5.	3. Airplane ride over canyon country with Canyonlands Air Service
4 5 6 7 8 9 10	6.	A \$ 12 wo/g \$18 w/g 7/10
4 4 4 4 4 4 4 4	7.	4. Grand Canyon Scenic Tour with Grand Canyon Airlines
5 6 7 8 9 10	8.	A \$ 30 C \$ 20
5 5 5 5 5 5 5 5	9.	5. Wagon Ride Cookout with Apache Stables
6 7 8 9 10	10.	A \$ 12.50 C ?
6 6 6 6 6 6 6 6		6. Mule ride in the Grand Canyon with Grand Canyon National Park Lodges (Fred Harvey)
7 8 9 10		A \$ 25
7 7 7 7 7 7 7 7		7. Horseback riding with Apache Stables
8 9 10		A \$ 6 - \$ 15 - \$ 22.50
8 8 8 8 8 8 8 8		8. Visit Supai Indian Village with Havasupai Tourist Enterprises
9 9 9 9 9 9 9 9		A \$ 25
10 10 10 10 10 10 10 10		9. Ride the shuttle bus with National Park Service
		A free C free
		10. Hike a canyon trail with your family
		A free C free

A = Adults
 C = Children
 F = Full
 H = Half

APPENDIX A7

Age Levels: Children ages 6 to 12 years old

DAY 1 Wednesday July 5, 1978

9:00 AM Walk back in Time

We are going to look at the picture albums of a mountain. This is how it grew, layer by layer--century by century, from a ocean beach to a tall mountain peak.

Read each rock layer as a chapter in a book. It tells how the mountain was formed, if you know what the symbols mean.

Chapter 1, I was a sand grain living with a beach front view. Gee was it nice to watch the tide roll in and out. Once there was a great flood and I was covered with lime, Yuck, I got cemented together with all my neighbor sand grains and even a shell.

Chapter 2, For 40 years, I was covered by the flood. The coral home builders constructed a condominium development on top of me. Help!! Oh, the noise!! The weight is squashing me!! Help!! (the coral buildings were built higher than your house.)

Chapter 3, Oh, now the water drained away and it's getting dry. Cracks are forming in the mud above me. I feel the wrinkles coming. I'm getting old.

Chapter 4, Oops, someone is pushing me from below. Hey, I'm bending. Stop pushing. Oh, no, I broke away from my friends. Hey, where are my friends going?

This is a story of what could have happened. Here is the cross-section.



Now, walk with your family and discuss: How these rocks were formed?

APPENDIX A8

THE CHILDREN'S PROGRAM

For the adults:

We would like the parents and other adults who were interested in observing the children's program to comment on its effectiveness. Please use the same rating system as before and explain your ranking.

A. Pretrip Demonstrations

- | | |
|-----------|--|
| 1 2 3 4 5 | 1. The Jello Stratigraphy |
| 1 2 3 4 5 | 2. Comparison Cookies (texture, color & taste) |
| 1 2 3 4 5 | 3. Playdough Plateaus and Plains |
| 1 2 3 4 5 | 4. Sandbox erosion-sedimentation |

Comments: _____

B. Please rate daily children's activities as to their usefulness in helping the children understand the travel area. Use the following rating system:

1. Very useful 2. Some parts useful 3. Not very useful 5. Children did not participate

- | | |
|--|-------|
| 1. Pretrip materials for use on the way out (Child's packet) | _____ |
| 2. Day 1 - Red Rocks Park, etc. | _____ |
| 3. Day 2 - Rocky Mt. National Park | _____ |
| 4. Day 3 - Today you are a camera | _____ |
| 5. Day 4 - Moving Day | _____ |
| 6. Day 5 - Colorado National Monument | _____ |
| 7. Day 6 - Arches | _____ |
| 8. Day 7 & 8 - Moab | _____ |
| 9. Day 9 - Travel to Capitol Reef | _____ |
| 10. Day 10 - Capitol Reef Natl. Park | _____ |
| 11. Day 11 - America the Bountiful | _____ |
| 12. Day 12 - Bryce Canyon | _____ |
| 13. Day 13 - Travel from Bryce to Zion | _____ |
| 14. Day 14 - Grand Canyon N. Rim | _____ |
| 15. Day 14 - N. Rim & S. Rim Grand Canyon | _____ |
| 16. Day 16 - The Last Day of Trip | _____ |

- C. We provided the parents with stickers to serve as a reward for completing these projects. Was this useful? Should the papers have been turned in to us instead? _____
- _____

- D. Should we have had more campfire time to discuss the day's activities with the families? _____
- _____

- E. Should there have been more time for separate children's activity, as opposed to family activity? _____
- _____

- F. Is there a portion of the children's guide that should be expanded? _____
- _____

- G. Should the children's guide have been shortened? If yes, please make suggestions. _____
- _____

- H. Did your children participate in the nature schools provided by the National Parks? Yes No

If so, please rank them as to their effectiveness:

Bryce Canyon N. P. _____ Zion N. P. _____ Grand Canyon S. Rim _____

- I. Please add any additional comments on the children's program that you would care to make. _____
- _____
- _____

APPENDIX A8

FOR THE KIDS

This is your chance to say how you felt about your trip experiences. (Parents, please help the non-readers.) Circle your answer to each response.

1. Did you like the chance to meet and make friends with all ages? Yes No
2. Did you like the chance to participate in the pre-trip activities? Yes No
3. Did the day sheets help you to understand the field study areas? Yes No
4. Would you like to have shown your completed day sheets to someone other than your parents? Yes No
5. Rank the field study areas from the place you liked the most to the one you liked least.

☐ Rocky Mt.	☐ Zion
☐ Colorado Nat. Mon.	☐ Grand Canyon No. Rim
☐ Arches	☐ Grand Canyon So. Rim
☐ Canyonlands	☐ Mesa Verda
☐ Bryce	

6. Please check which free time activities you liked the most.

☐ River raft	☐ Hiking
☐ Horseback riding	☐ Sleeping
☐ Airplane Ride	☐ Swimming
☐ Jeep tours	☐ Casa Bonita

7. Please check the planned activities that you most enjoyed.

☐ Sketching the geological road cut outside Denver
☐ Picture taking at Bear Lake
☐ Hiking with Ben Slater
☐ Dead Horse Point
☐ Hike in fiery furnace

APPENDIX B

Abridged Field Journal by Gloria Wurdock, 1978

Saturday, May 24, 1978

It was with excitement, and anticipation, that Bob and I left for Midland--even earlier than we needed to--to meet the directors of our tour director, their families, and others who had signed up to go on the Caravan Tour of Western National Parks. Being of the 50 year old group, I wondered if we would fit in with the other families, particularly if they were all younger. The relaxed manner of the directors and their wives made it easy for us to relax and to fully experience excitement as we listened to further plans, and saw slides and pictures of what was to come. I think I really appreciated it more than some because of the work I'd done with travel brochures from the States, National Park References, etc. I'd already written down what we wanted to see, where we would go, what to expect, etc.--even for the two weeks after the trip group dispersed.

Eating always brings a group closer together. Even the rain outside didn't stop conversation inside. Seeing this is our first big trip without our two kids, I know I'll enjoy being in family groups.

I was impressed by what Mrs. Williams (Karen) and Mrs. Tessmer (Marybeth) were doing with the kids to help make the trip more meaningful to them. Not many four year olds make canyons, mountains, and mesas from playdough or land strada from Jello--and then eat it for lunch. (The Jello, of course.) [I must remember to bring the frozen hamburger patties to the Williams next meeting--to pay back what I borrowed from them--having forgotten the meat.]

Saturday, Sunday, June 10-11

A front yard campground at the Tessmer's; a geologist and movie at Delta College, a steak cookout with 6 grills going at once, and a Sunday morning study of rock formation and a study of rock identification. Fun and knowledge all rolled into one!!! For the "kids" (of all ages) a sandbox demonstration by Jim and young son on mountain erosion. Karen and kids absent due to chickenpox.

Met some members of the group for the first time: Valerie and Ron, Joyce and Don and family, Elaine and Howard, and the Whiteaker's family. Feel we were quite a compatible group and will be able to get along well on the trip. Will stay away from little Lisa and her caterpillar friends and Marvin W. and his snakes--unless they are without their "little friends", that is.

Jim and Dave's presentation of rock formation was very understandable. Feel that I will do a better job of teaching the chapter of "The Changing Earth"

(sedimentary rock) next year (in science). Wonder why I don't remember ever having seen this information before. The third grade book doesn't give much information that seems memorable. Hope to have a rock collection to show.

Read Karen and Marybeth's workfolder for the kids--a daily log of activities; all learning situations related to the trip agenda. These include gasoline prices, mileage, history, geography, career education, impressions, and imagination. Gave Marybeth 5 seconds of heart-failure when the folder opened and the papers went blowing in the wind. All pages were quickly recovered by the scurrying group of adults present and easily put in order again by Day 1, Day 2, Day 3...etc.

Activities were over at noon, but hated to get the trailer on the road so early on such a warm, sunny day.

Tuesday, July 4

Headed towards Denver and the meeting with the tour group. Found two more license plates so now need to find 11 more.

Started up the highway outside Denver--going up hundreds of feet at a short few miles, and found it real slow going. Were glad to have Ron and Valerie stop and gab while we cooled the engine. With 95° outside it was hard to imagine snow on the mountain tops. 70 is a beautiful highway and camping in the mountains is quite an experience.

Our meeting in front of the campfire at the Whiteakers trailer--but under the street light--was unique, I thought. At last we were assembled--with all 9 drivers (and families) present--plus three other single individuals who were riding in these cars. Eleven cities in Michigan were represented by the group. A lot of planning was involved by all individuals and the tour directors to get us each out here and ready for what is to follow.

Thursday, July 6

Have worried about this trip into the mountains since we started planning--and particularly since the trailer load at times seemed too much for the car. We took the scenic route from Golden--hoping the grades wouldn't be too bad--we weren't disappointed and saw lovely canyon areas.

The campgrounds in the mountain areas--and in the canyonlands too, we learned, are lacking in grass. Thus, dust is everywhere. But with the beauty of the mountain scenery, you can overlook this.

Ben Slater, our guide at Rocky Mountain Park, I'm sure showed us all there is to see on the Trail Ridge Rd. (ugh) from valleys, glacier areas, moraines, to alpine flowers. We even were in a snow flurry while discussing wild alpine flowers. Glad Bob was able to take all that mountain driving--he's chauffeur for Bonnie and her kids, and Valerie and Ron. We covered so much today--with three hours travel in between, that it is almost hard to comprehend. Even called Ross to wish him Happy Birthday, but couldn't get him.

Sunday, July 9 (Grand Junction, Colo. - to Moab, Utah)

Spent the morning going up rocky formations on twisting roads to Colorado Monument. Feel I need more time to digest the information we were given today about the rock formations. Will study it through carefully when I get home and the pace slows up (moving camps and meeting lecture schedules). Realize it is more than a "pretty rock formation" but I'm digesting it all slowly.

Saw cactus blooms wilting; but they are the first I've seen out of doors. Thought all would have dropped off by now.

The roads, although up and down (to 45 miles per hr.) were not twisting, so I drove into Moab--the first I've driven since we hit Denver--and the mountains. Again rocky formations are right in our back yard. Quite impressive.

Monday, July 10

Full day--lots of heat--but rock formations out of this world. Our 8 a.m. hike of the Fiery Furnace rocks almost did me in; hugging walls, jumping crevices, and climbing rocks isn't exactly my idea of fun. But with pulls from the front and pushes from the back, I made it.

The fins, windows, and arch structures in the rock really leave you in awe of the erosion process.

Afternoon took us to Dead Horse State Park where at one time horses were corraled out on the cliff point. Better horses were let out of the corral and those not wanted were left to die, without food or water. Here too, you can see the Colorado River at work carving the canyon.

Our airplane ride over the Canyonlands and Arches National Park was postponed due to a storm. We returned to our camp at Moab where we found the storm was already over. The area only gets 7-8" of rain per year. Slickrock campground is as dusty as the other campgrounds in mountain and canyon regions but great care is kept in maintaining and watering what strips of grass there are here. Tent areas are quite unusual as they are outlined with posts and railings to make little open huts for the tents. Some of the tables are covered with green plastic roofs to give privacy and there are tall bamboo plants between each tent site. Trailer sites are pull-in which Bob likes.

Tuesday, July 11 (Arches National Park, Moab)

Up at 5:15 a.m.--on vacation? Yes!!! We had to schedule our plane trip for this time; five passengers--one hour plus--for \$17 each. What views of canyons, high rock formations, petrified sand dunes that had once been an ocean floor, Butch Cassidy land where he and Sundance hid out, arches, fins, and windows. Quite an experience.

Got back just in time for the raft trip down the Colorado. We sit on the thick side of raft holding ropes while the guide does the rowing, when necessary, at

the rapids. They seem to know how to watch the current, where rocks under the water cause waves, etc., and plan their ride through the rapids. Kyak boats were also on the river.

A stop for lunch where we stripped to bathing suits on the hot beach and made sandwiches from fresh cheeses, meats, tomatoes, lettuce, cucumbers, etc. Dessert was cookies with apples and oranges. Kool Aid was made with stream water. Would have loved to sit under a tree because I was red by this time, but they don't grow in this area, I'm beginning to believe.

The trip ended with Dan, the boatman, pushing Ron in the river. Then dumping buckets were used to throw water on each other--until all three boats were having a free-for-all. Even the dirty water was a treat for the hot day.

Wednesday, July 12

Good thing for a free day. It was apparent that it was time for me to launder and shop; and for Bob to reinforce screws that had come loose in the medicine chest. Laughed because everybody said they'd seen at least two other families in town while they were there.

After it cooled off in the evening after hitting 90-100° (I'm sure) we took the Potash Rd. through the canyon and saw Indian ruins, Indian writing on the cliffs, and a dinosaur track. Really takes you back in history. Eight mosquitos were devouring each leg so we didn't look for rocks, etc. as much as I'd have liked.

In a way missed the whole day fossil, rock, and gem tour. Would have loved to have gotten the dinosaur bones, agate, and petrified wood. But "Thursday is Capital Reef" as Bob would say and that is tomorrow and we are to go hunting for petrified wood after we arrive there. Do hope I'm successful then.

Thursday, July 13 (To Capital Reef National Park)

Up at 6 a.m. God forsaken country. Desert, sagebrush and lacking in habitation. Quite a surprise to find the park campground with fruit trees after such desolation for 80 miles. In fact, there was more greenery here than we'd seen in several days.

Was glad to find petrified wood pieces on top of the hill as I'm not game for climbing down slopes. This is one thing I'd particularly wanted to do.

Forgot to mention our stop in the two-store town for ice cream. We had six choices of flavors including carmel. I ended up with pineapple (Bob chose cherry) and this sure helped quench our thirst in the 100° heat we'd had for 4 days.

Walked to the campground Ranger program along a lantern-lighted path (electric that is). Met face to face, about six feet apart, with a black critter with a white stripe down his back. A quick stop on our part allowed him to go his way.

Friday, July 14 (to Bryce Canyon National Park)

Up at 7 a.m. As I begin writing, it overwhelms me as to all we did today. Left camp at 8 a.m. to drive to our hiking area--Hickman Bridge, a natural bridge in the rock made by water flow. The brochure says one mile each way; "moderately strenuous." Walking going up was slow. Coming down was easier.

Made another stop at a sheer cliff to see dinosaur bones. Again it was up rock, so will wait and see Bob's pictures. I took pictures of smaller bones (3") in the face of the cliff.

A drive to Capital Gorge on the original gravel road that took eight days to clear boulders brought us to Capital Gorge. This was a long ride, but better than a long walk and gave good views of the sheer rocky cliffs. Bob also got pictures of Indian polygraphics (picture writing) by walking a 1/8 mile trail.

Now it's one p.m. and we still have to break camp and drive about 125 miles yet to Bryce Canyon. Again sand, sagebrush, cactus, a high climb that we barely made up at 5 miles/hr. (at the top). Cattle were looking for greenery to eat and was intrigued by the rail fence structures in this area on all the scattered farms. Instead of an outside fence, the fences made at least five corrals--or sections in the larger area. A lot of wood in an area where you didn't see a tree for miles.

Went with the group to the overlook called Inspiration Point, for an introduction to the beautiful red spires. Bob meanwhile was in town having a gold cap put back on--thanks to an accommodating dentist.

Monday, July 17 (Zion National Park)

Out of camp by 8:30 a.m. Hated to leave the cool well-planned campground!! We kept one step ahead of a rain storm, while some of the group even had to drive through hail.

We stayed about the canyons in most places - and looked down on the beautiful formations. In Zion, you drive down into the canyon by a series of switch-backs-way down in- and with the Navajo sandstone formations high above you.

It was quite exciting to go through the mile long tunnel that took 3 years to build. The interesting thing about it is the openings (windows) every so often that allow you to see beautiful views while inside the dark tunnel.

After 16 days in our little home (the trailer), we have a motel stop. Arrived in the rain, which cooled things down some. Heard it was 105° yesterday. Hiked with a ranger along the Virgin River which carved out this canyon. Was pleased to see so much greenery (by the river) for a change!! It was almost swampy in places. Moss and hanging gardens were prevalent in sides of the rock--giving it a tropical appearance.

A beautiful lily-like plant turned out to be a thorn apple or Gypsum Weed -- noted for its use by the Indians as an anesthetic, but also a hallucinator drug if too much is used.

Wednesday, July 19 (to South Rim - Grand Canyon)

Before leaving for S. Rim took cars to the two remaining lookout points that we'd missed. Don't know if I'd mentioned it before, but our car was usually filled at these side trips. Almost like having family along.

We were both glad to find that the height didn't bother us as much this morning. Beautiful view of the dirty brown Colorado through a rocky window in a rock formation. All around the path were bushes with blossoming rose flowers -- (sweet smelling in the air all around it). Indians had used the wood of the bush for arrows.

Left for the S. Rim about 2 p.m. -- arrived at 7 p.m. Felt lucky to have a reservation as all the signs into the park indicated that the campgrounds were filled. Saw the painted desert along the way with its dunes of grey, green, and red. Also as we were passing through a Navajo Indian Reservation, homes of earth and mud were scattered throughout the area. Small wooden structures are apparently used in summer and the "hogans" in the winter. Went through two towns (more like villages) that were Indian operated. Along the highway saw sheep and horses. Met three sheep on the highway in fact. Indian booths were along the highway every quarter to one mile distance it seemed. Handmade jewelry was sold here. Homes that I could see showed either great need or great neglect.

Thursday, July 20 (South Rim, Grand Canyon)

Nice to have a free day again -- although I imagine we have seen many more things than we would have had we been on our own. We drove to several points and even walked a mile trail for the view of the Canyon. Always enjoy looking at the displays in the visitors centers. The parking here is much more of a problem than it has been anywhere. Many, many, people!!! And showers are 50c for 5 minutes. Saw the largest store here than we've seen since leaving home!!! Department, medicine, and grocery store all rolled into one. Feel we are back into civilization again -- and realize how much I've enjoyed the other, more peaceful life we've experienced away from things.

Ron and Valerie came over and gave directions on how to throw the taco salad together for our get-together with the group for pot-luck. The Wetters are leaving tomorrow so are having a "farewell till Fall" party. Have enjoyed the friendliness of the group and the spirit of oneness.

In the tour of the canyon found curio shops in each lodge. Again feel all this has detracted from the canyon itself.

Friday, July 21 (South Rim, Grand Canyon -- Free Day)

Free day means chore day; shopping (keeping up the Coors supply for both of us has been a full time job. It's so weak that it's like drinking pop, but it does curb the thirst), laundry, doing a stack of dishes, etc. Went over to pay our fee for the steak-out tonight -- our final night with the group. Took Marybeth and the kids to pay theirs and we paid the Whiteakers. On dropping Marybeth off, Ron and Valerie asked us all to share a hot dog and beans for lunch which was fun!! What a way to end an enjoyable 2½ weeks with friends and newly acquired family: a wagon ride to a steak-out. Steaks cooked to perfection, Coors by the 6 packs galore, lots of fun and laughter and holding dear little Briana until he fell asleep. Kissed everyone farewell, but not goodbye, for September we will meet again.

Valerie and Ron stopped by with a card and money gift for the transportation they had shared. They are so much fun!! We talked until 11:30 and they seemed hesitant to leave--as we were to see them go.